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ABSTRACT

This special report documents the results of the program of credit by examination offered at the University of Texas at Austin during the 1984-1985 testing year. The data present a basis for a comprehensive picture of the impact of the program on this campus. The examinations covered 64 subject areas with 234 courses taught by 39 departments/divisions in nine colleges and schools of the university: Business Administration, Communication, Education, Engineering, Fine Arts, Liberal Arts, Natural Sciences, Nursing, and Social Work. Evaluation of 24,069 test scores is recorded in this report. On 11,816 (49%) of these tests, students achieved scores high enough to qualify for 63,620 semester hours of credit eligibility. Conversely, on 12,253 (51%) of these tests, students' scores were too low to warrant credit by examination. During 1984-1985, there was an 11% increase over the preceding year in the number of test scores evaluated; it was accompanied by a 14% increase in the number of semester hours of credit eligibility. Across the five years, from 1980-1981 through 1984-1985, there was a 14% increase in the number of test scores evaluated and a 46% increase in the number of semester hours of credit eligibility earned by the candidates for credit by examination. (JAZ)

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CREDIT BY EXAMINATION AT THE UNIVERSITY OF TEXAS AT AUSTIN 1984-1985

Susan S. Mahoney

SR-85-5 December 1985

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MEASUREMENT AND EVALUATION CENTER
The University of Texas at Austin

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CREDIT BY EXAMINATION AT THE UNIVERSITY OF TEXAS AT AUSTIN
1984-1985

Susan S. Mahoney

The Measurement and Evaluation Center (MEC) is responsible for coordinating credit by examination at The University of Texas at Austin. Policies governing each part of the program are made by the participating academic departments. In administering the testing program, MEC implements those policies.

Credit earned by examination at U.T. Austin is equivalent to credit earned by taking the course, except that credit by examination cannot be counted as credit earned in residence. Students or former students may petition for the credit earned by examination for which they are eligible as soon as they wish to do so. Other persons may receive the credit for which they are eligible only after they enroll as students at U.T. Austin.

For a student who attended college prior to taking the examination, the credit for which he or she is eligible will depend upon the college courses studied before taking the examination. For example, credit by examination is not awarded if the student received college credit or a failing grade for the same course, or its equivalent, prior to taking the examination. To receive credit by examination, students must also meet all other conditions of eligibility established by the University, the schools/colleges, and the academic departments.

This report covers the 1984-1985 testing year, which began, generally speaking, in June, 1984, and continued through May, 1985. For most of the data, the tests were taken and the scores were evaluated during that time period. There are exceptions, however; for example, The College Board Advanced Placement (AP) Examinations are always given in May, but scores from those examinations are not available until July. Also, some scores from national administrations of The College Board's Achievement Tests and College-Level Examination Program (CLEP) Subject Examinations may be received at U.T. Austin outside the stated time period.

The reader should be aware that figures relating to eligibility for credit are derived from comparisons of test scores with score ranges qualifying students for credit, that some students do not claim all of the credit for which they are eligible, and that credit claimed by the eligible student may or may not be reported by MEC to the Registrar in the testing year covered by this report.

During the 1984-1985 testing year, nine colleges/schools at U.T. Austin participated in the credit-by-examination program. Evaluation of 24,069 test scores, covering 64 subject areas in 234 courses, is recorded in this report. Because many students took more than one test, the total number of tests exceeds the actual number of persons who attempted to earn credit by examination. There were 11,082 participants in the credit-by-examination program during the year; 7,046 (64%) of those persons were successful in earning credit for at least one course, with 11,816 qualifying test scores generating a total of 63,620 semester hours of credit eligibility.

There were four common groupings in the number of tests students took during the testing year. The largest group was that of the 3,991 (36%) students who took two tests, while 3,841 (35%) individuals took only one test. The third ranking group was that of the 2,061 (19%) students who took three tests during this time period; the remaining 1,189 (11%) students took four or more examinations.

The most common pattern of test-taking among students during 1984-1985 was a combination of two tests--the College Board Achievement tests in English Composition (ECT) and Mathematics Level I/Level II: 2,915 (26%) students had scores from these tests. In second rank were the 1,199 (11%) students who took a foreign language test only. There were 1,157 (10%) individuals who took only one test with that test being one other than the Achievement Tests in English Composition or in Mathematics Level I/Level II, or in a foreign language. The fourth ranked combination of tests drew 1,074 (10%) persons who took the ECT, Mathematics Level I/Level II, and a foreign language test. In fifth rank were the 1,052 (9%) students who took only the Achievement Test in Mathematics Level I/Level II. The remaining 3,685 (33%) individuals took examinations in other combinations of subject areas.

Of the 11,082 individuals who participated in the credit-by-examination program during 1984-1985, 4,036 (36%) earned no credit eligibility. A total of 2,331 (21%) students earned between one and three semester hours of credit eligibility; 1,774 (16%) merited between four and six semester hours. From 7 to 18 semester hours of credit eligibility were earned by 2,305 (21%) of the participants. At the upper range of the scale were 523 (5%) persons who earned between 19 and 30 semester hours and 113 (1%) students who qualified for more than 30 semester hours. One particularly well-prepared student took 14 tests and accumulated 89 semester hours of credit eligibility.

U.T. Austin's program of credit by examination is comprised of five different categories of test administrations: U.T. Austin institutional administrations, U.T. Austin departmental administrations, national administrations of CLEP Subject Examinations, national administrations of College Board Achievement Tests, and national administrations of College Board Advanced Placement (AP) Examinations.

U.T. Austin institutional administrations have the greatest impact on the credit-by-examination program. The following three criteria define this testing category and distinguish it from both U.T. Austin departmental administrations and national testing administrations with which MEC is involved:

1. The tests were administered at U.T. Austin by MEC at scheduled times,
2. The tests were scored at U.T. Austin, and
3. Fees for the tests were paid to U.T. Austin.

The tests were of four types: (a) U.T. Austin Tests for Credit constructed locally by certain academic departments, (b) College Board Achievement Tests, (c) College Board CLEP Subject Examinations, and (d) College Board AP Examinations.

Administration of the tests took place in four test settings: testing periods preceding fall and spring semesters and the first summer term, the seven summer orientation sessions, group testing clustered before preregistration for the fall and spring semesters, and individually administered test sessions held at the request of the departments, or by MEC, for special reasons.

U.T. Austin departmental administrations are given on an individual basis. In any undergraduate course offered by the University, a registered student may take an examination in any course for which she/he is qualified, provided that application is approved by the appropriate faculty members and administrators.

Application forms for the departmental examinations are available at the MEC. On the application, the student must state the reasons why she/he is qualified to take the test. Before the examination is given, the application must be approved by the chairman or program director of the department in which the course is offered and the dean of the college or school in which the student is enrolled.

The tests are not given on a regular schedule. When the application is submitted, the department administers the test at its convenience. The examination is graded by the department, which is expected to maintain the same level of achievement on the test as that required to pass the University course satisfactorily. To be eligible for credit, a student must make a satisfactory grade of at least a C.

When the results of the examination are known, the application form is returned to the Measurement and Evaluation Center. If credit has been earned, MEC reports the credit to the Registrar's office with a letter grade or with credit only, as directed by the student.

In national administrations of College Board tests, the examinations are available at designated test centers on common dates throughout the nation. After the national administration has been completed, test materials are returned to the Educational Testing Service (ETS). The tests are scored by ETS, and the scores are reported to the institutions designated by the students. U.T. Austin uses scores on specific tests from national administrations of three College Board testing programs: CLEP Subject Examinations, Achievement Tests, and Advanced Placement Examinations.

The CLEP examinations are usually administered in colleges and universities throughout the country. The Measurement and Evaluation Center serves as one of the national test centers for the College Board College-Level Examination Program in addition to offering certain CLEP Subject

Examinations in institutional testing. CLEP examinations are available through national administrations 10 times a year, each month except December and February.

The College Board Advanced Placement (AP) Examinations are administered nationally once a year in May. National administrations of the College Board Achievement Tests are scheduled five times during the academic year. For both programs, high schools typically serve as test centers.

A variety of test fees are paid by candidates for credit by examination. For U.T. Austin students, the fees may vary depending on whether the tests were taken as part of a national program or in an institutional administration.

U.T. Austin Institutional Administrations

U.T. Austin Tests for Credit:
Required tests, $22.00 per test; after September 18, 1984, $23.00 per test.
Optional tests, $37.00 per test; after September 18, 1984, $38.00 per test.

College Board Achievement Tests: $22.00 per test; after September 18, 1984, $23.00 per test.

College Board College-Level Examination Program (CLEP) Subject Examinations: May-July, 1984, $28.00 per test; after July, $30.00 per test.

College Board AP Examinations: $37.00 per test; after September 18, 1984, $38.00 per test.

U.T. Austin Departmental Administrations

Required tests, $22.00 per test; after September 18, 1984, $23.00 per test.

Optional tests, $37.00 per test; after September 18, 1984, $38.00 per test.

National Administrations of College Board CLEP Subject Examinations

June, 1984, $28.00 per test; after July 1, 1984, $30.00 per test.

National Administrations of College Board Achievement Tests

Between October 1, 1983, and September 1, 1984, the fee was $17.50 for one, two, or three Achievement tests taken on the same date.

National Administrations of College Board Advanced Placement Examinations

May, 1984, $45.00 per examination.

This report is arranged alphabetically by subject area, 18 of which are presented in the second portion of this report; at least 20 test scores were reported and evaluated in these particular subjects. For documentation of test results in subjects that had fewer than 20 test scores reported, for the overall impact of credit by examination on the nine participating schools/colleges, and for comparisons of 1984-1985 test results with results from preceding years in U. T. Austin's credit-by-examination program, the reader is referred to the summary section of this report.

BIOLOGY

Biology 302, 303, and 304: Introductory Courses in the Biological Sciences

The College Board Advanced Placement (AP) Examination in Biology allows one hour and 30 minutes of working time on the objective portion and an additional 90 minutes on the essay portion. All scores of 5, 4, or 3 received from national administrations of this test are subject to review by a U. T. Austin faculty member of the Division of Biological Sciences. Both the objective score and the essay are taken into consideration in determining the credit a student receives. After the review, a student may be awarded credit for any combination of the three courses or possibly no credit for any course. Scores of 2 or 1 are not eligible for review or credit.

In on-campus administrations of the objective portion of the College Board AP Examination in Biology (designated as the Test for Credit in Biology), there is no review. The objective score alone is used to determine credit.

A student must have fewer than six semester hours--whether with passing or failing grades--in the life sciences (biology, botany, microbiology, zoology) to be eligible for credit.

Table 1 shows the numbers and percentages of test scores evaluated, tests generating eligibility, and grades awarded for each of the three biology courses: Biology 302 (Cellular and Molecular Biology), Biology 303 (Structure and Function of Organisms), and Biology 304 (Environmental and Population Biology). Because of the possibility of earning credit for one, two, or all three courses, the numbers shown under each individual course will not be equal to the numbers shown as generating eligibility.

The 53 scores from institutional administrations represent 26% of the 206 biology scores evaluated, while the 38 successful institutionally administered tests were 25% of the 153 biology tests meriting credit. Those 38 tests generated 201 semester hours of credit eligibility--20% of the total of 999 semester hours.

Conversely, the 153 scores received from national administrations of the Biology AP examination constituted 74% of the 206 scores evaluated. The

115 national scores generating eligibility constituted 75% of the total of eligible tests. Credit eligibility resulting from the national program totaled 798 (80%) semester hours.

Compared within each of the two programs, 72% of the institutional tests earned credit, while 75% of the national tests did so.

Table 2 presents a summary, by combination of courses, of credit earned by examination in biology during the 1984-1985 testing year. The numbers and percentages of test scores are displayed, as well as the number of semester hours of credit eligibility. A total of 206 scores were evaluated during the year; 153 (74%) of the tests accrued a total of 999 semester hours of credit eligibility. Seventy (34%) tests received credit for all three of the introductory biology courses.

Table 1

Credit by Examination: AP Biology
1984-1985

Test	Test Scores Evaluated		Test Scores Generating Eligibility		Course and Grade								
					302			303			304		
	N	%	N	%	A	B	C	A	B	C	A	B	C
U.T.	53	26%	38	25%	4	10	14	2	4	6	7	5	15
AP													
5	42	20%	42	27%	20	12	5*	17	14	10*	24	6	12*
4	44	21%	43	28%	2	10	19*	2	12	17*	8	13	14*
3	43	21%	30	20%	0	4	10	0	1	14	2	6	14
2,1	24	12%	0	0%	--	--	--	--	--	--	--	--	--
Total	206	100%	153	100%	26	36	48	21	31	47	41	30	55

* One student was awarded credit only for the two-hour equivalent of this course.

Table 2

Summary of Credit by Examination in Biology
1984-1985

Combination of Courses	Test Scores Evaluated		Semester Hours of Credit Eligibility	
	N	%	N	%
302, 303, 304	70*	34%	624	62%
303, 304	17	8%	102	10%
302, 304	16	8%	96	10%
302, 303	9	4%	54	5%
304	22	11%	66	7%
303	3	1%	9	1%
302	16	8%	48	5%
Total eligible	153	74%	999	100%
Not eligible	53	26%	0	0%
Total	206	100%	999	100%

* Two students were awarded credit only for the two-hour equivalents of these three courses.

CHEMISTRY

Five different tests are used to award credit by examination in chemistry at U.T. Austin: The U.T. Austin Tests for Credit in Chemistry 304K, 301, 302, 305 and the College Board Advanced Placement (AP) Examination. This report contains tables documenting the results of each of the five tests (Tables 3 through 7). The numbers and percentages of test scores evaluated, letter grades awarded, and semester hours of credit eligibility are presented. In addition, Table 8 summarizes the results of the credit-by-examination programs in chemistry during the 1984-1985 testing year.

During the time period covered by this report, 686 scores in the five chemistry tests were evaluated; 222 (32%) of these scores merited a total of 778 semester hours of credit eligibility. The Measurement and Evaluation Center administered 590 (86%) tests on the U.T. Austin campus. Four (1%) tests were given by the Department of Chemistry, with the remaining 92 test scores (13%) reported to the MEC from national administrations of the Chemistry AP Examination.

The U.T. Austin Test for Credit in Chemistry 301 had the largest volume of test scores--513 (75%) of the 686 test scores evaluated. This test's population produced 59% of the 222 tests that generated credit eligibility; these 130 test scores yielded 390 (50%) of the 778 semester hours of credit eligibility. Twenty-five percent of the students who tried to earn credit by means of this test were successful in their attempts.

The Chemistry AP Examination was ranked second in terms of test volume with 92 (13%) scores. This program had 38 (17%) scores meriting credit with 228 semester hours of eligibility accruing--or 29% of the total of 778. Forty-one percent of the AP scores merited credit, a success rate that placed this test in first rank in this comparison.

Chemistry 304K: Introduction to Chemistry

The U.T. Austin Test for Credit in Chemistry 304K, constructed locally by the U.T. Austin Department of Chemistry, allows one hour and 15 minutes of working time. The test is administered only on the U.T. Austin campus.

Eligible to take this optional test are individuals who (a) have not taken the test previously, (b) have neither a passing nor a failing grade for Chemistry 304K, and (c) do not have credit for Chemistry 301 or 302.

Table 3

Credit by Examination in Chemistry 304K: U.T. Austin
1984-1985

Eligible for Credit	Test Scores Evaluated		Semester Hours of Credit Eligibility
	Number	Percentage	
With grade of A	6	26%	18
With grade of B	10	43%	30
With grade of C	5	22%	15
Total eligible	21	91%	63
Not eligible	2	9%	0
Total	23	100%	63

Chemistry 301: Introductory Chemistry

The U.T. Austin Test for Credit in Chemistry 301, constructed locally by the U.T. Austin Department of Chemistry, allows one hour and 15 minutes of working time. The test is administered only on the U.T. Austin campus.

Individuals who have not taken the test previously and have neither a passing nor a failing grade for Chemistry 301 or its equivalent are eligible to take the examination.

The test is required of students who plan to work toward a Bachelor of Science degree in chemistry, physics, or chemical engineering; who studied chemistry in high school; and who do not already have credit for Chemistry 301 or its equivalent. The College of Engineering encourages its students in other engineering majors to take the test if they have sufficient background. The test is strongly recommended to students who plan to work for a Bachelor of Arts degree in physics; it is appropriate for other students with a strong background in high school chemistry.

Table 4

Credit by Examination in Chemistry 301: U.T. Austin
1984-1985

Eligible for Credit	Test Scores Evaluated		Semester Hours of Credit Eligibility
	Number	Percentage	
With grade of A	18	4%	54
With grade of B	41	8%	123
With grade of C	71	14%	213
Total eligible	130	25%*	390
Not eligible	383	75%	0
Total	513	100%	390

* Because of rounding error, this percentage (25%) differs by 1% from the percentage (26%) obtained by addition of the above three percentages.

Chemistry 302: Principles of Chemistry

The U.T. Austin Test for Credit in Chemistry 302, constructed locally by the U.T. Austin Department of Chemistry, allows one hour and 15 minutes of working time. The test is administered only on the U.T. Austin campus.

Eligible to take this test are individuals who (a) have not taken the test previously and (b) have neither a passing nor a failing grade for Chemistry 302 or its equivalent.

This test is optional.

Table 5

Credit by Examination in Chemistry 302: U.T. Austin
1984-1985

Eligible for Credit	Test Scores Evaluated		Semester Hours of Credit Eligibility
	Number	Percentage	
With grade of A	9	18%	27
With grade of B	10	20%	30
With grade of C	8	16%	24
Total eligible	27	55%*	81
Not eligible	22	45%	0
Total	49	100%	81

* Because of rounding error, this percentage (55%) differs by 1% from the percentage (54%) obtained by addition of the above three percentages.

Chemistry 305: Topics in General Chemistry

The U. T. Austin Test for Credit in Chemistry 305, constructed locally by the U.T. Austin Department of Chemistry, allows one hour and 15 minutes of working time. The test is administered only on the U.T. Austin campus.

Individuals who (a) have not taken the test previously, (b) have neither a passing nor failing grade for Chemistry 305 or its equivalent, and (c) have no credit for any college chemistry courses are eligible to take this optional test.

Table 6

Credit by Examination in Chemistry 305: U.T. Austin
1984-1985

Eligible for Credit	Test Scores Evaluated		Semester Hours of Credit Eligibility
	Number	Percentage	
With grade of A	0	0%	0
With grade of B	1	20%	3
With grade of C	2	40%	6
Total eligible	3	60%	9
Not eligible	2	40%	0
Total	5	100%	9

Chemistry 301 and 302

The College Board Advanced Placement (AP) Examination in Chemistry allows 90 to 105 minutes of working time for the objective portion of the test with an additional 75 to 90 minutes alloted for the essay/free response portion of the examination.

For a College Board AP score of 5, the student is awarded the letter grade of A for both Chemistry 301 and Chemistry 302. An AP score of 4 merits credit for both Chemistry 301 and 302, but credit only is recorded on the transcript; there is no letter grade attached. Chemistry AP examination scores of 3, 2, and 1 are not eligible for credit at U.T. Austin.

Table 7

Credit by Examination in Chemistry 301 and 302: AP Chemistry
1984-1985

Score	Test Scores Evaluated		Test Scores Generating Eligibility		Course and Grade				Semester Hours of Credit Eligibility
					301		302		
	N	%	N	%	A	CR	A	CR	N
5	13	14%	13	34%	13	0	13	0	78
4	25	27%	25	66%	0	25	0	25	150
3,2,1	54	59%	0	0%	--	--	--	--	0
Total	92	100%	38	100%	13	25	13	25	228

Table 8

Summary of Credit by Examination in Chemistry
1984-1985

Test and Course(s)	Test Scores Evaluated		Test Scores Generating Eligibility		Semester Hours of Credit Eligibility	
	N	%	N	%	N	%
U.T.: CH 304K	23	3%	21	9%	63	8%
U.T.: CH 301	513	75%	130	59%	390	50%
U.T.: CH 302	49	7%	27	12%	81	10%
U.T.: CH 305	5	1%	3	1%	9	1%
AP: CH 301, 302	92	13%	38	17%	228	29%
Dep't: Miscellaneous	4	1%	3	1%	7	1%
Total	686	100%	222	99%*	778	99%*

* This figure differs from 100% only because of rounding error.

CHINESE

Chinese 320K, 320L, 322

The U.T. Austin Tests for Credit in Chinese, constructed locally by the U.T. Austin Department of Oriental and African Languages and Literatures, are passages written in Chinese to be translated into English. One hour of working time is allowed for each test. These tests are administered only on the U.T. Austin campus. Credit (CR) rather than a letter grade is awarded to the successful student.

Eligible to take these optional tests are students who (a) have not taken the test previously and (b) have neither a passing nor a failing grade in the course(s) for which they are attempting to earn credit. The courses are entitled Chinese 320K: Readings in Modern Chinese I; Chinese 320L: Readings in Modern Chinese II; and Chinese 322: Introduction to Classical Chinese.

Seven of these tests were given by the department; the remaining 76 examinations (92%) were administered by the Measurement and Evaluation Center. Table 9 summarizes the results of credit by examination in Chinese during the 1984-1985 testing year. Numbers and percentages of tests evaluated and tests generating eligibility are recorded; the number of semester hours earned in each course is also documented. Of the 83 tests evaluated, 80 (96%) test scores yielded credit and produced a total of 240 semester hours of credit eligibility.

Table 9

Summary of Credit by Examination in Chinese
1984-1985

Course	Test Scores Evaluated		Test Scores Generating Eligibility		Semester Hours of Credit Eligibility	
	N	%	N	%	N	%
320K	38	46%	38	48%	114	48%
320L	34	41%	34	43%	102	43%
322	11	13%	8	10%	24	10%
Total	83	100%	80	101%*	240	101%*

*This figure differs from 100% only because of rounding error.

COMPUTER SCIENCE

Computer Science 304P: PASCAL Programming

The three-hour College Board Advanced Placement (AP) Examination in Computer Science consists of a multiple-choice section and a free-response section. A College Board rating of 5 on this examination establishes credit for Computer Science 304P with a grade of A. A rating of 4 is awarded a grade of B, while a rating of 3 merits a grade of C. Ratings of 2 and 1 are not eligible for credit. In addition, a 5 or 4 rating gives the student an opportunity to earn credit by means of a locally constructed test for Computer Science 315.

Table 10 presents the results of credit by examination in computer science at U.T. Austin during the 1984-1985 testing year. Numbers and percentages of test scores evaluated, tests generating credit eligibility, and semester hours of credit eligibility are displayed in this summary table. A total of 45 test scores were evaluated during this time period with 31 eligible tests accruing 93 semester hours of credit eligibility.

The College Board AP examination had 43 (96%) test scores reported to U.T. Austin from national administrations. Sixty-seven percent of the tests from the AP program qualified for credit and produced 87 semester hours of credit eligibility, 94% of the total of 93 semester hours in this subject area. This Special Report does not document how many of the 19 students who earned 5's and 4's on the AP examination opted to take the local test for credit in Computer Science 315.

Table 10

Summary of Credit by Examination in Computer Science
1984-1985

AP Score	Test Scores Evaluated		Test Scores Generating Eligibility		Semester Hours of Credit Eligibility	
	N	%	N	%	N	%
5	12	27%	12	39%	36	39%
4	7	16%	7	23%	21	23%
3	10	22%	10	32%	30	32%
2,1	14	31%	0	0%	0	0%
Total AP	43	96%	29	94%	87	94%
Departmental	2	4%	2	6%	6	6%
Total	45	100%	31	100%	93	100%

ELECTRICAL ENGINEERING

Electrical Engineering 312: Electrical Engineering Computation I

The College Board's College-Level Examination Program (CLEP) Subject Examination in Elementary Computer Programming-Fortran IV allows 90 minutes of working time. In addition, one hour of working time is allotted for a U.T. Austin test that supplements the CLEP examination.

Individuals who have not taken the tests within the past six months and have neither a passing nor failing grade in Electrical Engineering 312 or its equivalent are eligible to take this optional test.

During the 1984-1985 testing year, the Measurement and Evaluation Center administered 24 examinations for Electrical Engineering 312. The results of those tests are shown in Table 11. A faculty member of the Department of Electrical and Computer Engineering grades the U.T. Austin portion of the test. In order to earn credit, a student must pass both tests, each with a grade of C or better.

In addition to the CLEP examinations shown in Table 11, there were six examinations administered through the department for various courses in Electrical Engineering. All six of these test scores qualified for credit with an additional 19 semester hours of credit eligibility. Taken together, the 24 CLEP examinations and the six departmental examinations produced 30 test scores for evaluation, with 28 (93%) of these tests generating 85 semester hours of credit eligibility.

The CLEP examinations accounted for 80% of the test scores in Electrical Engineering, with 79% of the tests generating credit eligibility and 78% of the semester hours of credit.

Table 11

Summary of Credit by Examination in Electrical Engineering 312:
CLEP Elementary Computer Programming--Fortran IV
1984-1985

Eligible for Credit	Test Scores Evaluated		Semester Hours of Credit Eligibility
	Number	Percentage	
With grade of A	15	63%	45
With grade of B	7	29%	21
With grade of C	0	0%	0
Total eligible	22	92%	66
Not eligible	2	8%	0
Total	24	100%	66

Note. Score ranges: 62-80 = A, 56-61 = B, 51-55 = C, 20-50 = no credit.

ECONOMICS

Three College Board College-Level Examination Program (CLEP) Subject Examinations are used to award credit by examination in three economics courses: Introductory Macroeconomics (Economics 302), Introductory Microeconomics (Economics 303), and Introductory Micro- and Macroeconomics (Economics 302 and 303). One hour and 30 minutes of working time are allowed for each test.

Individuals who have not taken these optional tests within the past six months and who have neither a passing nor a failing grade in the course(s) for which they are attempting to earn credit are eligible to take these tests.

This Special Report documents the results of the credit-by-examination program in this subject during the 1984-1985 testing year. During this time period, 162 test scores were evaluated. Of this total, 145 (90%) tests qualified for 546 semester hours of credit eligibility. More than half (54%) of the economics tests were for Economics 302: 88 test scores were evaluated for this course. Of this number, 77 (88%) tests merited eligibility for 231 semester hours of credit. One-fourth of the scores evaluated were for a combination of courses (Economics 302 and 303). A total of 222 semester hours of credit eligibility were awarded for the 37 qualifying tests (111 semester hours for Economics 302 and 111 semester hours for Economics 303). The thirty-four tests for Economics 303 comprised 21% of the total. For the 31 qualifying test scores, 93 semester hours of credit eligibility accrued in Economics 303.

The Measurement and Evaluation Center administered 97 (60%) economics tests (all CLEP examinations) on the U.T. Austin campus during the 1984-1985 testing year. The Department of Economics gave three (2%) examinations (locally constructed tests), and the remaining 62 (38%) test scores were reported from national administrations of the three CLEP economics tests.

Tables 12-14 present the numbers and percentages of test scores evaluated, letter grades awarded, and the semester hours of credit eligibility for the three CLEP examinations. Table 15 summarizes the results of all credit by examination in economics during the time period, including three departmentally administered, locally constructed tests.

Economics 302: Introduction to Macroeconomics

Table 12

Credit by Examination in Economics 302: CLEP Introductory Macroeconomics 1984-1985

Eligible for Credit	Test Scores Evaluated		Semester Hours of Credit Eligibility
	Number	Percentage	
With grade of A	15	17%	45
With grade of B	36	42%	108
With grade of C	24	28%	72
Total eligible	75	87%	225
Not eligible	11	13%	0
Total	86	100%	225

Note. Score ranges: 63-80 = A, 55-62 = B, 48-54 = C, 20-47 = no credit.

Economics 303: Introduction to Microeconomics

Table 13

Credit by Examination in Economics 303: CLEP Introductory Microeconomics
1984-1985

Eligible for Credit	Test Scores Evaluated		Semester Hours of Credit Eligibility
	Number	Percentage	
With grade of A	10	30%	30
With grade of B	7	21%	21
With grade of C	13	39%	39
Total eligible	30	91%*	90
Not eligible	3	9%	0
Total	33	100%	90

* Because of rounding error, the sum (90%) of the persons eligible for each letter grade differs by 1% from the percentage (91%) of the total number of persons eligible for credit.

Note. Score ranges: 61-80 = A, 54-60 = B, 47-53 = C, 20-46 = no credit.

Economics 302 and 303

Table 14

Credit by Examination in Economics 302 and 303:
CLEP Introductory Micro- Macroeconomics
1984-1985

Eligible for Credit	Test Scores Evaluated		Semester Hours of Credit Eligibility
	Number	Percentage	
With grade of A	20	50%	120
With grade of B	8	20%	48
With grade of C	9	23%	54
Total eligible	37	93%	222
Not eligible	3	7%	0
Total	40	100%	222

Note. Score ranges: 61-80 = A, 54-60 = B, 47-53 = C, 20-46 = no credit.

Table 15

Summary of Credit by Examination in Economics
1984-1985

Course(s)	Test Scores Evaluated		Test Scores Generating Eligibility		Semester Hours of Credit Eligibility	
	N	%	N	%	N	%
302	88	54%	77	53%	231	42%
303	34	21%	31	21%	93	17%
302 and 303	40	25%	37	26%	222	41%
Total	162	100%	145	100%	546	100%

Note. In addition to CLEP Subject Examinations, the figures for Economics 302 include two scores on departmental tests; the figures for Economics 303 include one score on such a test.

ENGLISH

Five different tests are used to grant credit by examination in English at U.T. Austin. The College Board Achievement Test in English Composition (ECT) is used for English 306. The U.T. Austin Test for Credit in Second-Semester Freshman English awards credit for English 307 or 308. The third English test used at the freshman level is the College Board Advanced Placement (AP) Examination in Language and Composition, for which credit in English 306 and 308 can be earned by examination. At the sophomore level, two other College Board examinations are used: the College-Level Examination Program (CLEP) Subject Examination in Analysis and Interpretation of Literature (English 314K/316K) and the AP Examination in Literature and Composition (English 314K/316K and 314L).

Tables 16-20 present results of the five individual examinations; Table 21 summarizes the 1984-1985 results of credit by examination in English.

During this testing year, 8,166 English test scores were evaluated. There were 3,270 (40%) tests with scores qualifying students for 10,791 semester hours of credit eligibility. The ECT produced the largest test volume: 7,030 (86%) test scores evaluated, 2,578 (79%) tests generating eligibility, and 7,734 (72%) semester hours of credit eligibility. The AP Examination in Literature and Composition ranked second in this comparison with 757 (9%) tests evaluated and 562 (17%) eligible test scores producing 2,418 (22%) semester hours of credit eligibility. The freshman level tests far outweighed the sophomore level tests in these three comparisons. This difference is largely due to the fact that a score on the ECT is required prior to enrollment in English 306, a first-semester freshman English course. The 7,279 first year English tests accounted for 89% of the test scores evaluated. Eighty-two percent (2,687) of the tests generating eligibility were at the freshman level; they yielded 8,310 (77%) semester hours of credit eligibility.

The Measurement and Evaluation Center administered 4,680 (57%) English tests during this time period--4,548 ECT (English 306), 10 U.T. Austin Test for Credit (English 307/308), and 122 CLEP Analysis and Interpretion of Literature (English 314K/316K). Eight locally constructed examinations were administered by the Department of English. The remaining 3,478 (43%) test scores were reported from national administrations of the ECT, the CLEP examination in Analysis and Interpretation of Literature, and the two College Board AP Examinations in English.

English 306: Rhetoric and Composition

The College Board Achievement Test in English Composition (ECT) allows one hour of working time. A score on this test is required before enrollment in English 306, the basic first-semester college English course.

The ECT is available in both institutional and national administrations. The Measurement and Evaluation Center administered 4,548 (65%) of these tests on the U.T. Austin campus during the 1984-1985 testing year. This segment of the ECT test population achieved scores qualifying for credit on 1,694 tests, which produced 5,082 (66%) semester hours of credit eligibility. The remaining 2,482 (35%) tests were given in national administrations, with 884 tests generating 2,652 semester hours of credit eligibility.

Table 16 presents the 1984-1985 credit by examination results for both national and institutional administrations of the ECT. A total of 7,030 scores were evaluated during this time period; 2,578 (37%) of the tests merited 7,734 semester hours of credit eligibility.

Table 16

Credit by Examination in English 306: Achievement in English Composition
1984-1985

Eligible for Credit	Test Scores Evaluated		Semester Hours of Credit Eligibility
	Number	Percentage	
With grade of A	1,204	17%	3,612
With grade of B	1,374	20%	4,122
Total eligible	2,578	37%	7,734
Not eligible	4,452	63%	0
Total	7,030	100%	7,734

Note. Score ranges: 610-800 = A, 550-609 = B, 200-549 = no credit.

English 307: Literature and Composition/English 308: Rhetoric, Logic, and Expository Writing

The U.T. Austin Test for Credit in Second-Semester Freshman English (English 307 or English 308), constructed locally by the U.T. Austin Department of English, is divided into two sections--a 30-minute multiple-choice portion and a two-hour and 30-minute essay portion. The test is administered only on the U.T. Austin campus. Eligible to take this test are individuals who (a) have credit for English 306 or its equivalent, (b) have not taken the test previously, (c) have neither a passing nor a failing grade for English 305, 307, 308, or General Studies 913, and (d) are not enrolled in English 307 or 308 at the time the test is taken. The test is optional.

Table 17

Credit by Examination in English 307 or 308: U.T. Austin
1984-1985

Eligible for Credit	Test Scores Evaluated		Semester Hours of Credit Eligibility
	Number	Percentage	
With grade of A	1	10%	3
With grade of B	3	30%	9
Total eligible	4	40%	12
Not eligible	6	60%	0
Total	10	100%	12

English 306 and 308

The College Board Advanced Placement (AP) Examination in Language and Composition is a three-hour test divided into two portions; typically, the examination allots an hour and 15 minutes for the multiple-choice portion and an hour and 45 minutes for the essay portion. A College Board score rating of 5 or 4 on this examination creates credit eligibility for both English 306 and English 308 with a letter grade of A. A test with the College Board rating of 3 is reviewed by the Department of English for possible credit in English 306 and/or English 308 with a letter grade of A or B for one or both courses. Scores of 2 and 1 are not eligible for credit.

Table 18 documents the results of the 234 scores on the AP Language and Composition examination during 1984-1985. A total of 101 (43%) of the tests merited 552 semester hours of credit eligibility in freshman English.

Table 18

Credit by Examination in English 306 and 308
AP English in Language and Composition
1984-1985

Score	Test Scores Evaluated		Test Scores Generating Eligibility		Course and Grade				Semester Hours of Credit Eligibility
					306		308		
	N	%	N	%	A	B	A	B	N
5,4	71	30%	71	70%	71	0	71	0	426
3	94	40%	30	30%	9	21	2	10	126
2,1	69	29%	0	0%	--	--	--	--	0
Total	234	99%*	101	100%	80	21	73	10	552

*This figure differs from 100% only because of rounding error.

English 314K: Introduction to Literature I/
English 316K: Masterworks of Literature

The College Board CLEP Subject Examination in Analysis and Interpretation of Literature allows one hour and 30 minutes of working time on the objective portion. The essay portion allots an additional hour and 30 minutes of working time.

The Department of English requires both the objective portion and the essay portion of the test. Satisfactory performance is required on both portions of the test. The minimum satisfactory objective score is 51. The essays, which are graded by Department of English faculty members, must merit a grade of at least C. The test is optional.

Table 19

Credit by Examination in English 314K/316K
CLEP Analysis and Interpretation of Literature
1984-1985

Eligible for Credit	Test Scores Evaluated		Semester Hours of Credit Eligibility
	Number	Percentage	
With grade of A	0	0%	0
With grade of B	18	14%	54
Total eligible	18	14%	54
Not eligible	109	86%	0
Total	127	100%	54

English 314K/316K and 314L: Introduction to Literature I/Masterworks of Literature and Introduction to Literature II

The College Board Advanced Placement (AP) Examination in Literature and Composition is a three-hour test divided into two portions; typically, the examination allows one hour and 15 minutes for the multiple-choice portion and one hour and 45 minutes for the essay portion. A College Board rating of 5 awards a student either English 314K or 316K with an A and English 314L with an A. With a College Board rating of 4, a student may opt for English 314K with an A or English 316K with a B and English 314L with an A. English 314K with a letter grade of B is the only credit merited for a rating of 3. Ratings of 2 and 1 do not earn credit by examination.

Table 20 displays the results of the 757 scores for the English AP Examination in Literature and Composition evaluated at U.T. Austin during 1984-1985. Seventy-four percent (562 tests) of the total were eligible for credit. A total of 2,418 semester hours of credit eligibility resulted from this national testing program.

Table 20

Credit by Examination in English 314K/316K and 314L
AP English in Language and Composition
1984-1985

Score	Test Scores Evaluated		Test Scores Generating Eligibility		Course(s) and Grade			Semester Hours of Credit Eligibility
					314K/316K		314L	
	N	%	N	%	A	B	A	N
5	70	9%	70	12%	70	0	70	420
4	174	23%	174	31%	0	174*	174	1,044
3	318	42%	318	57%	0	318	0	954
2,1	195	26%	0	0%	--	--	--	0
Total	757	100%	562	100%	70	492	244	2,418

*Arbitrarily assigned to grade of B--eligible for either 314K with A or 316K with B. Choices not known at time of report.

Table 21

Summary of Credit by Examination in English
1984-1985

Test and Course(s)	Test Scores Evaluated		Test Scores Generating Eligibility		Semester Hours of Credit Eligibility	
	N	%	N	%	N	%
ECT: E 306	7,030	86%	2,578	79%	7,734	72%
AP: E 306, 308	234	3%	101	3%	552	5%
U.T.: E 307/308	10	<1%	4	<1%	12	<1%
Dep't: Miscellaneous	5	<1%	4	<1%	12	<1%
Subtotal: 1st year	7,279	89%	2,687	82%	8,310	77%
CLEP: E 314K/316K	127	2%	18	1%	54	1%
AP: E 314K/316K, 314L	757	9%	562	17%	2,418	22%
Dep't: Miscellaneous	3	<1%	3	<1%	9	<1%
Subtotal: 2nd year	887	11%	583	18%	2,481	23%
Total	8,166	100%	3,270	100%	10,791	100%

FRENCH

Three College Board examinations are used to award credit by examination in French at U.T. Austin: the Achievement Test in French Listening-Reading and two Advanced Placement (AP) Examinations in French--French Language and French Literature.

The more commonly used test, the College Board Achievement Test in French Listening-Reading, is available only on the U.T. Austin campus. This test is divided into two sections--a 20-minute taped listening portion and a 40-minute reading portion. Students who have not taken the test previously in an institutional administration are eligible to attempt to earn credit by means of this test. This test is required of all students who have knowledge of French, who have no college credit in French, and who intend to enroll in a U.T. Austin French course. It is possible for students to earn credit for the first four courses in the major 4-skill sequence: French 506, First-Year French I; French 507, First-Year French II; French 312K, Second-Year French I: Four Skills; French 312K, Second-Year French II: Four Skills--Literature.

During the 1984-1985 testing year, the Measurement and Evaluation Center administered 805 French Achievement Listening-Reading tests. Table 22 presents the results, by course, of those tests. The number of tests generating credit, the letter grades, and the number of semester hours generated for a specific course are recorded. Data on the same 805 tests are shown in a different format in Table 23; results are arranged by the combination of courses for which the more advanced students earned credit eligibility.

The 636 (79%) test scores that qualified for credit produced 5,409 semester hours of eligibility. The largest amount of credit eligibility was generated by scores on the 363 (45%) tests that earned credit for French 506 (only) with a total of 1,815 (34%) semester hours. The second-ranked group on this test were the 110 (14%) tests that merited the maximum amount of credit (all four courses) available from this test. This well-prepared group earned 1,760 semester hours of credit eligibility, 33% of the total of 5,409 semester hours.

Table 22
Credit by Examination: Achievement in French Listening-Reading
1984-1985
(Number of Test Scores Evaluated: 805)

Course	Test Scores Generating Eligibility	Grade			Semester Hours of Credit Eligibility
		A	B	C	
506	636	199	137	300	3,180
507	273	74	75	124	1,365
312K	178	51	39	88	534
312L	110	36	22	52	330
Total	--	--	--	--	5,409

Table 23
Credit by Examination: Achievement in French Listening-Reading
1984-1985

Combination of Courses	Test Scores Evaluated		Semester Hours of Credit Eligibility	
	N	%	N	%
506, 507, 312K, 312L	110	14%	1,760	33%
506, 507, 312K	68	8%	884	16%
506, 507	95	12%	950	18%
506	363	45%	1,815	34%
Total eligible	636	79%	5,409	101%*
Not eligible	169	21%	0	0%
Total	805	100%	5,409	101%*

*This figure differs from 100% only because of rounding error.

Table 24

Placement System for Scores Received After May 15, 1976, on the College Board French Achievement Test-- Credit by Examination in French

Composite Score	Credit and Grade				Register for
	506	507	312K	312L	
720-800	A	A	A	A	Upper Division Course
680-719	A	A	A	B	Upper Division Course
660-679	A	A	B	B	Upper Division Course
630-659	A	A	B	C	Upper Division Course
610-629	A	B	B	C	Upper Division Course
590-609	A	B	C	C	Upper Division Course
560-589	A	B	C		FR 312L, 312M, 312N, or 310L
540-559	A	C	C		FR 312L, 312M, 312N, or 310L
530-539	A	C			FR 312K or 310K
490-529	B	C			FR 312K or 310K
470-489	B				FR 508K
410-469	C				FR 508K
200-409	No Credit				FR 506 or 508K

The College Board AP Examination in French Language is approximately 2 hours and 30 minutes long. Listening and reading abilities are tested in the multiple-choice portion; the free-response portion evaluates writing and speaking skills. A College Board rating (score) of 5 on this examination qualifies a student for credit in the first four courses in the major sequence (French 506, 507, 312K, 312L), French 324K, and French 324M--all six courses with the letter grade of A. The student who earns a rating of 4 becomes eligible for the first four courses and French 324K with a grade of A in each course. A rating of 3 qualifies the student for credit in the first four courses with A's and departmental review of the test for possible credit in French 324K with an A or B. The lower rating of 2 merits credit for only French 506 and 507 with A's for each course. A rating of 1 is not eligible for credit in French.

The College Board AP Examination in French Literature is approximately three hours long. The multiple-choice section is between 70 and 90 minutes in length; the free-response section is between 90 and 105 minutes long. A College Board rating of 5 on this examination qualifies a student for credit in the first four courses in the major sequence (French 506, 507, 312K, 312L), French 324K, and French 326L--all six courses with the letter grade of A. The student who earned a rating of 4 would be eligible for the first four courses and French 326L, once again, with the grade of A for each course. A rating of 3 qualifies for the first four courses with A's and review by the department for possible credit for 326L with an A or B. The lower rating of 2 merits only French 506 and 507 with A's for each course. A rating of 1 is not eligible for credit in French.

The results of the two College Board AP French examinations are presented in Table 25. There were 31 test scores evaluated for the Language test with 26 (84%) test scores qualifying for 455 semester hours of credit eligibility. The 11 test scores received from the Literature examination generated 200 semester hours of eligibility.

Table 25

Credit by Examination: AP in French Language or Literature
1984-1985

Score	Test Scores Evaluated	Test Scores Generating Eligibility	Courses					Semester Hours of Credit Eligibility
			506, 507	312K, 312L	324K	324M	326L	
Language								
5	5	5	5	5	5	5	0	110
4	6	6	6	6	6	0	0	114
3	9	9	9	9	9*	0	0	171
2	6	6	6	0	0	0	0	60
1	5	0	--	--	--	--	--	0
Subtotal	31	26	26	20	20	5	0	455
Literature								
5	3	3	3	3	3	0	3	66
4	4	4	4	4	0	0	4	76
3	2	2	2	2	0	0	2**	38
2	2	2	2	0	0	0	0	20
1	0	0	--	--	--	--	--	0
Subtotal	11	11	11	9	3	0	9	200
Total	42	37	37	29	23	5	9	655

*Of the nine tests reviewed by the department, eight received the grade of A and one received a B.

**Of the two tests reviewed by the department, both received the grade of B.

The 1984-1985 program of credit by examination in French is documented in Table 26, which shows the numbers and percentages of test scores evaluated, tests generating eligibility, and semester hours of credit eligibility. Scores on the College Board Achievement Test in French Listening-Reading, administered by the Measurement and Evaluation Center, accounted for 94% of the volume in the testing program in French. This test had 636 tests warranting credit and 94% of the total of 678 eligible test scores; it produced 5,409 (89%) semester hours of credit eligibility. The 42 (5%) Advanced Placement Examinations included 37 with scores qualifying students for credit, while five departmental tests yielded five (1%) successful performances and 30 hours of credit elibility. Overall, 6,094 semester hours of credit eligibility were generated by 678 (80%) of the 852 tests.

Table 26

Summary of Credit by Examination in French
1984-1985

Test	Test Scores Evaluated		Test Scores Generating Eligibility		Semester Hours of Credit Eligibility	
	N	%	N	%	N	%
Achievement	805	94%	636	94%	5,409	89%
AP	42	5%	37	5%	655	11%
Dep't: Miscellaneous	5	1%	5	1%	30	<1%
Total	852	100%	678	100%	6,094	100%

GERMAN

Three College Board examinations are used to award credit by examination in German at U.T. Austin: the Achievement Test in German Listening-Reading and two Advanced Placement (AP) Examinations in German--German Language and German Literature. In addition, scores from locally constructed tests in a variety of German courses were evaluated by the Department of Germanic Languages during 1984-1985.

The more commonly used test, the College Board Achievement Test in German Listening-Reading, is available only on the U.T. Austin campus. This test is divided into two sections--a 20-minute taped listening portion and a 40-minute reading portion. Students who have not taken the test previously in an institutional administration are eligible to attempt to earn credit by means of this test. It is required of all students who have knowledge of German, who have no college credit in German, and who intend to enroll in a U.T. Austin German course. It is possible for students to earn credit for the first four German courses: German 506, First-Year German I-R (emphasis on reading) and I-S (emphasis on speaking/vocabulary/grammar); German 507, First-Year German II; German 312K, Second-Year German I and German 312L: Second-Year German II (each course with readings in the humanities and social sciences).

During the 1984-1985 testing year, the Measurement and Evaluation Center administered 321 Achievement tests in German Listening-Reading. Table 27 presents the results, by course, of those tests. The number of tests generating credit, the letter grades, and the number of semester hours of credit eligibility generated for a specific course are recorded. Data on the same 321 tests are shown in a different format in Table 28; the results are arranged by combination of courses for which credit was generated.

The 273 (85%) tests that produced qualifying scores yielded 2,729 semester hours of credit eligibility. The largest segment of this eligible test volume was that of the 125 (39%) test scores that earned credit for German 506 only with a total of 625 (23%) semester hours. The second-ranked group was the 93 (29%) that merited the maximum amount of credit eligibility (all four courses) available for successful performance on this test. This well-prepared group earned 1,488 semester hours of credit eligibility, 55% of the total of 2,729 semester hours.

Table 27

Credit by Examination: Achievement in German Listening-Reading
1984-1985
(Number of Test Scores Evaluated: 321)

Course	Test Scores Generating Eligibility	Grade			Semester Hours of Credit Eligibility
		A	B	C	
506	273	181	39	53	1,365
507	148	100	23	25	740
312K	115	81	12	22	345
312L	93	69	11	13	279
Total	--	--	--	--	2,729

Table 28

Credit by Examination: Achievement in German Listening-Reading
1984-1985

Combination of Courses	Test Scores Evaluated		Semester Hours of Credit Eligibility	
	N	%	N	%
506, 507, 312K, 312L	93	29%	1,488	55%
506, 507, 312K	22	7%	286	10%
506, 507	33	10%	330	12%
506	125	39%	625	23%
Total eligible	273	85%	2,729	100%
Not eligible	48	15%	0	0%
Total	321	100%	2,729	100%

Table 29

Placement System for Scores Received After April 10, 1984, on the College Board German Achievement Test-- Credit by Examination in German

Composite Score	Credit and Grade				Register for
	506	507	312K	312L	
600-800	A	A	A	A	Upper Division Course[a]
570-599	A	A	A	B	Upper Division Course
540-569	A	A	B	C	Upper Division Course
530-539	A	A	C		GER 312L, 314L, 310, 315M
510-529	A	B	C		GER 312L, 314L, 310, 315M
500-509	A	B			GER 312K or 314K
470-499	A	C			GER 312K or 314K
440-469	A				GER 508K
420-439	B				GER 508K
400-419	C				GER 508K
200-399	No Credit				GER 506 or 508K[b]

[a] Students who place out of four semesters of college German are advised to consult the undergraduate advisor before registering for an upper division course.

[b] Students who have had one year or less of high school German, or its equivalent, should register for German 506. Students who have had two or more years of high school German, or their equivalent, should register for German 508K.

The College Board AP Examination in German Language is 3 hours in length. Listening and reading abilities are tested in the multiple-choice portion; the free-response portion evaluates writing skills. A College Board rating of 5 on this examination qualifies a student for credit in the first four German courses (506, 507, 312K, 312L), German 328 and 356--all six courses with the letter grade of A. The student who earns a rating of 4 becomes eligible for credit in the first four courses and German 328, once again with the grade of A for each course. Scores of 3, 2, or 1 do not qualify the student for credit in German. During the 1984-1985 testing year, two German Language AP scores of 5 were reported to U.T. Austin. One score of 4 was reported, and 11 scores with lower ratings (3, 2, 1) were reported. Sixty-three semester hours of credit eligibility were awarded, based on the three eligible scores.

The College Board AP in German Literature is no longer available in national administrations. The Measurement and Evaluation Center continues to record any scores received from earlier administrations of that examination, and credit is awarded based on the scheme in effect at the time the test was available. Only one score from the German Literature AP Examination was reported during this year; that score did not qualify for credit.

Results of the total 1984-1985 credit-by-examination program in German is documented in Table 30, which shows the numbers and percentages of test scores evaluated, test scores generating eligibility, and semester hours of credit eligibility. The College Board Achievement Test in German Listening-Reading, administered by the Measurement and Evaluation Center, accounted for 93% of the test volume in German. On this test, 273 scores warranted credit, or 95% of the total of 287 eligible test scores; these 273 scores produced 2,729 semester hours of credit eligibility--95% of the total of 2,862 semester hours of credit eligibility in German. In addition, the Department of Germanic Languages administered 11 tests in miscellaneous courses; 70 semester hours of credit eligibility were earned by the students who took these locally constructed tests.

Table 30

Summary of Credit by Examination in German
1984-1985

Test	Test Scores Evaluated		Test Scores Generating Eligibility		Semester Hours of Credit Eligibility	
	N	%	N	%	N	%
Achievement	321	93%	273	95%	2,729	95%
AP	12	3%	3	1%	63	2%
Dep't: Miscellaneous	11	3%	11	4%	70	2%
Total	344	99%*	287	100%	2,862	99%*

* This figure differs from 100% only because of rounding error.

GOVERNMENT

Government 310L: American Government

Two tests are used by the U.T. Austin Department of Government for credit by examination in Government 310L. The College Board College-Level Examination Program (CLEP) Subject Examination in American Government allows one hour and 30 minutes of working time. The U.T. Austin Test for Credit in Texas Government, constructed locally by the department, is an untimed test with 20 questions; it is given only on the U.T. Austin campus. A student must take both tests before the composite score can be evaluated.

Eligible to take these optional examinations are individuals who have neither a passing nor a failing grade in Government 310L or its equivalent and have not taken the tests within the past six months.

During the 1984-1985 testing year, 611 American Government scores were received for evaluation. The Measurement and Evaluation Center administered 534 (87%) of the CLEP American Government examinations on the U.T. Austin campus; the remaining 77 (13%) scores were reported to the MEC from national administrations of CLEP examinations. There were 466 (76%) test scores that qualified students for 1,398 semester hours of credit eligibility.

Table 31

Credit by Examination in Government
CLEP American Government and U.T. Austin Items
1984-1985

Eligible for Credit	Test Scores Evaluated		Semester Hours of Credit Eligibility
	Number	Percentage	
With grade of A	254	42%	762
With grade of B	114	19%	342
With grade of C	98	16%	294
Total eligible	466	76%*	1,398
Not eligible	145	24%	0
Total	611	100%	1,398

*Because of rounding error, this percentage (76%) differs by 1% from the total (77%) obtained by addition of the above three percentages.

Note. Score ranges: 55-80 = A, 50-54 = B, 45-49 = C, 20-44 = no credit.

HISTORY

Four different examinations are used at U.T. Austin to award credit by examination in the subject area of History: the College Board Advanced Placement (AP) Examinations in European History and American History and the U.T. Austin Tests for Credit in History 315K and 315L.

History 309K and 309L: Western Civilization in Medieval Times and Western Civilization in Modern Times

The College Board AP Examination in European History generally allows three hours of working time with one hour and 15 minutes for the multiple-choice section and one hour and 45 minutes for the free-response portion. For a College Board score of 5, a student is awarded credit for History 309K and 309L with the letter grade of A for each course. A score of 4 merits credit for both courses with the grade of B. A score of 3 is reviewed by the Department of History for possible credit for one or both courses. Scores of 2 or 1 are not eligible for credit.

Table 32 presents the results of scores from the College Board AP Examinations in European History that were evaluated during 1984-1985. The numbers and percentages of test scores evaluated and tests generating credit eligibility are shown, as well as the grades earned for both courses and the numbers of semester hours of credit eligibility generated. During this time period, 71 scores were evaluated; 40 (56%) tests produced a total of 204 semester hours of credit eligibility.

Table 32

Credit by Examination in History 309K and 309L: AP European History
1984-1985

Score	Test Scores Evaluated		Test Scores Generating Eligibility		Course and Grade				Semester Hours of Credit Eligibility
					309K		309L		
	N	%	N	%	A	B	A	B	N
5	13	18%	13	33%	13	0	13	0	78
4	15	21%	15	38%	0	15	0	15	90
3	34	48%	12	30%	0	0	0	12**	36
2,1	9	13%	0	0%	--	--	--	--	0
Total	71	100%	40	101%*	13	15	13	27	204

*This figure differs from 100% only because of rounding error.

**These 12 students were assigned Credit (only) in HIS 309L.

History 315K and 315L: The United States, 1492-1865 and The United States Since 1865

The College Board AP Examination in American History generally allows three hours of working time with one hour and 15 minutes for the multiple-choice section and one hour and 45 minutes for the free-response portion. For a College Board score of 5, a student is awarded credit for History 315K and 315L with the letter grade of A for each course. A score of 4 merits credit for both courses with the grade of B. A score of 3 is reviewed by the Department of History for possible credit for one or both courses. Scores of 2 or 1 are not eligible for credit.

Table 33 presents the results of scores from the College Board AP Examination in American History that were evaluated during 1984-1985. The numbers and percentages of test scores evaluated and tests generating eligibility are shown, as well as the grades earned for both courses and the number of semester hours of credit eligibility generated. During this time period, 384 scores were evaluated; 203 (53%) tests produced a total of 1,122 semester hours of credit eligibility.

Table 33

Credit by Examination in History 315K and 315L: AP American History
1984-1985

Score	Test Scores Evaluated		Test Scores Generating Eligibility		Course and Grade				Semester Hours of Credit Eligibility
					309K		309L		
	N	%	N	%	A	B	A	B	N
5	42	11%	42	21%	42	0	42	0	252
4	129	34%	129	64%	0	129	0	129	774
3	112	29%	32	16%	0	7**	0	25***	96
2,1	101	26%	0	0%	--	--	--	--	0
Total	384	100%	203	101%*	42	136	42	154	1,122

*This figure differs from 100% only because of rounding error.

**These 7 students were assigned Credit (only).

***These 25 students were assigned the following credit: Credit (only), 2; C, 22; B, 1.

The U.T. Austin Tests for Credit in History 315K and 315L, constructed locally by the Department of History, are essay tests, each with three hours of working time allowed. These tests are administered only on the U.T. Austin campus. Eligible to take these optional tests are previously or currently enrolled students who have neither a passing nor a failing grade in the course(s) for which they are attempting to earn credit.

Tables 34 and 35 show the results of these on-campus administrations during 1984-1985. The numbers and percentages of test scores evaluated, letter grades, and semester hours of credit eligibility are presented.

Table 34

Credit by Examination in History 315K: U.T. Austin
1984-1985

Eligible for Credit	Test Scores Evaluated		Semester Hours of Credit Eligibility
	Number	Percentage	
With grade of A	1	13%	3
With grade of B	2	25%	6
With grade of C	1	13%	3
Total eligible	4	50%*	12
Not eligible	4	50%	0
Total	8	100%	12

*Because of rounding error, this percentage (50%) differs by 1% from the percentage (51%) obtained by addition of the above three percentages.

Table 35

Credit by Examination in History 315L: U.T. Austin
1984-1985

Eligible for Credit	Test Scores Evaluated		Semester Hours of Credit Eligibility
	Number	Percentage	
With grade of A	2	18%	6
With grade of B	1	9%	3
With grade of C	3	27%	9
Total eligible	6	55%*	18
Not eligible	5	45%	0
Total	11	100%	18

*Because of rounding error, this percentage (55%) differs by 1% from the percentage (54%) obtained by addition of the above three percentages.

Table 36 presents the results of the credit-by-examination program in history for the 1984-1985 testing year. Numbers and percentages of test scores evaluated, test scores generating credit eligibility, and semester hours of credit eligibility are shown. The College Board AP Examination in American History provided the largest amount of test volume in history; 384 test scores were reported to U.T. Austin from national administrations of this examination. This test comprised 81% of the total of 475 history scores evaluated during the year under consideration. Of this group of American History AP scores, 203 qualified for credit--80% of the 254 eligible scores. In turn, 1,122 (83%) semester hours of credit eligiblity was generated by this particular test.

Table 36

Summary of Credit by Examination in History
1984-1985

Test and Course(s)	Test Scores Evaluated		Test Scores Generating Eligibility		Semester Hours of Credit Eligibility	
	N	%	N	%	N	%
AP: HIS 309K, 309L	71	15%	40	16%	204	15%
AP: HIS 315K, 315L	384	81%	203	80%	1,122	83%
U.T.: HIS 315K, 315L	19	4%	10	4%	30	2%
Dep't: Miscellaneous	1	<1%	1	<1%	3	<1%
Total	475	100%	254	100%	1,359	100%

LATIN

Three tests are used to award credit by examination in Latin at U.T. Austin: The College Board Advanced Placement (AP) Examinations in Latin (Vergil and Catullus-Horace) and the U.T. Austin Test for Credit in Latin.

The annual AP Latin examination has three parts. There is a single multiple choice section that serves for either Latin test and two free-response sections--one for the test on Vergil and one for the test on Catullus and Horace.

Before any credit is awarded, results from the College Board AP Latin examinations are subject to review by a U.T. Austin faculty member of the Department of Classics. On the AP Latin-Vergil test, it is possible for a student to earn credit for Latin 506, 507, 311, and 312K. Five scores from this test were received from national administrations during the 1984-1985 testing year; all five received the maximum number of semester hours of credit eligibility-a total of 80 hours. For the Catullus-Horace examination, credit is awarded for Latin 506, 507, 311, and 316. The two AP examination scores received from national administrations of this test were granted the maximum credit--16 hours for each test or 32 semester hours of credit eligibility. (Titles of the above courses are listed below.)

On the U.T. Austin Test for Credit in Latin, a student may attempt to earn credit in Latin 506, 507, 311, 312K, 312M, and 316. A suggested time of three hours is given for this essay test; additional time may be used if necessary.

Table 37 displays the results of credit by examination in Latin during the 1984-1985 testing year. The numbers and percentages for test scores evaluated and semester hours of credit eligibility generated are shown. The table does not show all of the possible combinations of courses because no student earned credit eligibility in all of the courses; the table shows the credit eligibility actually earned.

Scores from all seven of the nationally administered College AP Latin examinations were eligible for credit--a 100% success rate. Of the 20 Latin

tests administered by the Measurement and Evaluation Center, 13 (65%) merited credit. When both national and local tests are combined, 20 (74%) of the 27 scores evaluated earned credit eligibility for the students. The 20 tests generated a total of 228 semester hours of credit eligibility.

Titles of the six Latin courses in which credit can be earned are as follows: Latin 506: First-Year Latin I; Latin 507: First-Year Latin II; Latin 311: Second-Year Latin I--Selected Roman Authors; Latin 312K: Second-Year Latin II--Vergil's Aeneid; Latin 312M: Second-Year Latin II--Prose; Latin 316: Second-Year Latin II--Lyric Poetry, Classsical and Medieval.

Table 37

Summary of Credit by Examination in Latin
1984-1985

Combination of Courses	Test Scores Evaluated		Semester Hours of Credit Eligibility	
	N	%	N	%
506, 507, 311, 316	2	7%	32	14%
506, 507, 311, 312M	2	7%	32	14%
506, 507, 311, 312K	6	22%	96	42%
506, 507, 311	1	4%	13	6%
506, 507	2	7%	20	9%
506	7	26%	35	15%
Total eligible	20	74%*	228	100%
Not eligible	7	26%	0	0%
Total	27	100%	228	100%

* Because of rounding error, this percentage (74%) differs by 1% from the percentage (73%) obtained by addition of the above three percentages.

MATHEMATICS

Mathematics 301: College Algebra

Two tests are used by the U.T. Austin Department of Mathematics in its program of credit by examination in Mathematics 301. The first is the College Board College-Level Examination Program (CLEP) Subject Examination in College Algebra, which allows one hour and 30 minutes of working time. An additional hour of working time is allowed for the second test of 10 items prepared locally by the department.

Individuals who have not taken the tests within the past six months and have neither a passing nor a failing grade (nor a grade symbol) for Mathematics 301 are eligible to take these optional tests.

The results of credit by examination in Mathematics 301 for the 1984-1985 testing year are recorded in Table 38, which shows the numbers and percentages of test scores evaluated; in addition, the letter grades and number of semester hours of credit eligibility are recorded. All of the 15 examinations were given on the U.T. Austin campus by the Measurement and Evaluation Center. The seven (47%) scores that earned qualifying scores produced 21 semester hours of credit eligibility.

Table 38

Credit by Examination in Mathematics 301
CLEP College Algebra
1984-1985

Eligible for Credit	Test Scores Evaluated		Semester Hours of Credit Eligibility
	Number	Percentage	
With grade of A	2	13%	6
With grade of B	3	20%	9
With grade of C	2	13%	6
Total eligible	7	47%*	21
Not eligible	8	53%	0
Total	15	100%	21

*Because of rounding error, this percentage (47%) differs by 1% from the percentage (46%) obtained by addition of the above three percentages.

Note. Score ranges: 60-80 = A, 55-59 = B, 49-54 = C, 20-48 = no credit.

Mathematics 305G: Elementary Functions and Co-ordinate Geometry

The U.T. Austin Department of Mathematics uses two College Board Achievement Tests for credit by examination in Mathematics 305G. The preferred test is Mathematics Level I, but Mathematics Level II may be used as an alternative. The Level I test is available in both institutional (on-campus) administrations and national administrations; the Level II test is offered only through national administrations. Both tests allow one hour of working time.

The Department of Mathematics has adopted the following policy:

> A specific minimum score on the Mathematics Level I (or Level II) Test is a prerequisite for many Department of Mathematics courses. In addition to those students who need to have a specific minimum score, all others are required to have a score report in hand at the time they register for any lower-division course in the Department of Mathematics, with the following three exceptions:
>
> 1. College of Engineering students who have college credit for calculus;
>
> 2. Non-engineering students who have either (a) completed a Department of Mathematics course at the University with a passing grade, or (b) received credit by examination from the University for a Department of Mathematics course, or (c) received transfer credit equivalent to a U.T. Austin Department of Mathematics course;
>
> 3. Graduate students who have received college credit elsewhere for a mathematics course that would be accepted by the University as transfer credit in the Department of Mathematics.

Table 39 presents the results of the 1984-1985 testing year administrations, institutionally and nationally, of the Mathematics Achievement Tests, both Level I and Level II. Numbers and percentages of test scores evaluated are displayed with the resulting number of letter grades and semester hours of credit eligibility shown as well.

The Measurement and Evaluation Center administered 5,789 (69%) of the Mathematics Achievement tests documented in this Special Report. There were 2,627 (31%) scores from national administrations--2,096 scores for Mathematics, Level I and 530 scores for Mathematics, Level II. The institutional administrations produced 1,588 qualifying scores--a success rate of 27%. On the national administrations of the Level I test, there were 944 test scores meriting credit, a 45% success rate. The Mathematics Level II test had a

success rate of 88% on 466 qualifying scores. Overall, in both institutional and national administrations, 8,416 Mathematics Achievement Tests were evaluated during the 1984-1985 testing year. A total of 2,998 (36%) test scores merited credit for Mathematics 305G, from which 8,994 semester hours of credit eligibility accrued.

Table 39

Credit by Examination in Mathematics 305G
Achievement in Mathematics Level I or Mathematics Level II
1984-1985

Eligible for Credit	Test Scores Evaluated		Semester Hours of Credit Eligibility
	Number	Percentage	
With grade of A	737	9%	2,211
With grade of B	1,256	15%	3,768
With grade of C	1,005	12%	3,015
Total eligible	2,998	36%	8,994
Not eligible	5,418	64%	0
Total	8,416	100%	8,994

Note. Score ranges: 670-800 = A, 600-669 = B, 560-599 = C, 200-559 = no credit.

Mathematics 808A: Calculus I

The College Board College-Level Examination Program (CLEP) Subject Examination in Calculus with Elementary Functions allows one hour and 30 minutes of working time. Individuals who have not taken the test within the past six months and have neither a passing nor a failing grade for Mathematics 808A are eligible to take this optional test.

Results from institutional and national administrations of the CLEP Calculus test for the 1984-1985 testing year are shown in Table 40. Numbers and percentages of test scores evaluated are displayed along with letter grades and semester hours of credit eligibility. There were 68 CLEP Calculus scores evaluated during this time period; 55 (81%) tests warranted credit, and 220 semester hours of credit eligibility were accrued. The Measurement and Evaluation Center administered all of these examinations on the U.T. Austin campus.

Table 40

Credit by Examination in Mathematics 808A: CLEP Calculus
1984-1985

Eligible for Credit	Test Scores Evaluated		Semester Hours of Credit Eligibility
	Number	Percentage	
With grade of A	36	53%	144
With grade of B	11	16%	44
With grade of C	8	12%	32
Total eligible	55	81%	220
Not eligible	13	19%	0
Total	68	100%	220

Note. Score ranges: 56-80 = A, 51-55 = B, 46-50 = C, 20-45 = no credit.

Mathematics 808A and 808B: Calculus I and II

Two College Board Advanced Placement (AP) Examinations are used in the credit-by-examination program for Mathematics 808A and 808B--the Mathematics AP Examinations in Calculus AB and in Calculus BC. Each of these examinations allots approximately three hours of working time. Each examination is divided into two sections; Section I consists of multiple-choice questions, and Section II consists of problems requiring written solutions. The two sections are allotted roughly equal timing.

On the Calculus AB examination, College Board scores of 5 and 4 merit credit for Mathematics 808A with the letter grade of A. A score of 3 is awarded a B for the course; scores of 2 and 1 do not yield credit eligibility.

Credit in two mathematics courses may be earned by successful scores on the Calculus BC examination. A score of 5 merits credit eligibility in Mathematics 808A and Mathematics 808B with the grade of A for each course. With a score of 4, a student earns eligibility for credit in Mathematics 808A with an A and in Mathematics 808B with a B. A College Board score of 3 qualifies the student for credit in both courses with a grade of B for each course. Scores of 2 or 1 do not yield credit eligibility.

A summary of results from the College Board AP Examinations in Mathematics for 1984-1985 is presented in Table 41. Numbers and percentages of test scores evaluated and test scores generating credit eligibility are shown along with letter grades and semester hours of credit eligibility. On the Calculus AB examination, 315 scores were evaluated, and 249 eligible test scores produced 996 semester hours of credit eligibility. With a smaller test volume of 119, the Calculus BC examination produced 96 eligible test scores and 768 semester hours of credit eligibility.

When results from the two College Board Mathematics AP tests are reviewed together, 434 scores were received from national administrations, 345 of which had qualifying scores--a success rate of 79%, which produced 1,764 semester hours of credit eligibility.

Results of the total U.T. Austin 1984-1985 credit-by-examination program in mathematics are documented in Table 42. Numbers and percentages are shown for test scores evaluated, tests generating eligibility, and semester hours of credit eligibility. The two College Board Achievement tests in Mathematics, Level I and Level II, provided the largest portion of the mathematics test volume. During this time period, there were 8,416 Mathematics Achievement Test scores evaluated--94% of the 8,959 scores for the year. The 2,998 qualifying scores from these two tests (88% of the total of 3,426 eligible scores) generated 8,994 semester hours of credit eligibility--81% of the 11,076 semester hours in the subject area of mathematics. In addition to results of the CLEP and Advanced Placement examinations for credit in Mathematics 808, 26 scores from locally constructed tests were evaluated by the department in a variety of mathematics courses. With results from all 8,959 tests combined, 3,426 (38%) tests yielded scores eligible for credit and produced 11,076 semester hours of credit eligibility.

Table 41

Credit by Examination in Mathematics 808A and 808B
AP Examinations in Calculus AB or BC
1984-1985

Score	Test Scores Evaluated		Test Scores Generating Eligibility		Course and Grade				Semester Hours of Credit Eligibility
					808A		808B		
	N	%	N	%	A	B	A	B	N
Calculus AB									
5,4	132	30%	132	38%	132	0	0	0	528
3	117	27%	117	34%	0	117	0	0	468
2,1	66	15%	0	0%	--	--	--	--	0
Subtotal	315	72%	249	72%	132	117	0	0	996
Calculus BC									
5	38	9%	38	11%	38	0	38	0	304
4	30	7%	30	9%	30	0	0	30	240
3	28	6%	28	8%	0	28	0	28	224
2,1	23	5%	0	0%	--	--	--	--	0
Subtotal	119	27%	96	28%	68	28	38	58	768
Total	434	99%*	345	100%	200	145	38	58	1,764

* This figure differs from 100% only because of rounding error.

Table 42

Summary of Credit by Examination in Mathematics
1984-1985

Test and Course(s)	Test Scores Evaluated		Test Scores Generating Eligibility		Semester Hours of Credit Eligibility	
	N	%	N	%	N	%
CLEP: M 301	15	<1%	7	<1%	27	<1%
Mathematics Level I, II: M 305G	8,416	94%	2,998	88%	8,994	81%
CLEP: M 808A	68	1%	55	2%	220	2%
AP (AB): M 808A, 808B	315	4%	249	7%	996	9%
AP (BC): M 808A, 808B	119	1%	96	3%	768	7%
Dep't: Miscellaneous	26	<1%	21	1%	77	1%
Total	8,959	100%	3,426	101%*	11,076	100%

* This figure differs from 100% only because of rounding error.

PSYCHOLOGY

Psychology 301: Introduction to Psychology

The College Board College-Level Examination Program (CLEP) Subject Examination in General Psychology allows one hour and 30 minutes of working time. Individuals who have not taken the test within the past six months and have neither a passing nor a failing grade for Psychology 301 are eligible to take this optional examination.

Table 43 presents the results of credit by examination in psychology during the 1984-1985 testing year. The numbers and percentages of test scores evaluated and the number of semester hours of credit eligibility are shown. The Measurement and Evaluation Center administered 31 (94%) of the CLEP psychology examinations recorded for the time period under consideration. The remaining two scores were reported to U.T. Austin from national administrations of the test. Of the test scores evaluated, 23 (70%) qualified for credit and generated 69 semester hours of credit eligibility.

Table 43

Summary of Credit by Examination in Psychology 301
1984-1985

Eligible for Credit	Test Scores Evaluated		Semester Hours of Credit Eligibility
	Number	Percentage	
With grade of A	2	6%	6
With grade of B	9	27%	27
With grade of C	12	36%	36
Total eligible	23	70%*	69
Not eligible	10	30%	0
Total	33	100%	69

* Because of rounding error, this percentage (70%) differs by 1% from the percentage (69%) obtained by addition of the above three percentages.

Note. Score ranges: 65-80 = A, 55-64 = B, 47-54 = C, 20-46 = no credit.

PHYSICS

Physics 302K and 302L (General Physics) and 102M and 102N (General Physics Laboratory I and II)

Two College Board tests are used to award credit by examination in Physics 302K, 302L, 102M, and 102N: The College Board Achievement Test in Physics and the College Board Advanced Placement (AP) Examination in Physics B.

The College Board Achievement Test in Physics allows one hour of working time. This optional test is available both in institutional administrations on the U.T. Austin campus and in College Board national administrations. For both types of administration, the results from the 1984-1985 testing year are presented in Table 44. The Measurement and Evaluation Center gave 25 Physics Achievement tests during this time period; the remaining 220 scores were reported reported to U.T. Austin from national administrations. On 138 (56%)

Table 44

Credit by Examination in Physics: Achievement in Physics
1984-1985

Eligible for Credit	Test Scores Evaluated		Semester Hours of Credit Eligibility
	Number	Percentage	
With grade of A	50	20%	400
With grade of B	45	18%	360
With grade of C	43	18%	344
Total eligible	138	56%	1,104
Not eligible	107	44%	0
Total	245	100%	1,104

Note. Score ranges: 690-800 = A, 630-689 = B, 570-629 = C, 200-569 = no credit.

of the 245 tests evaluated by the Measurement and Evaluation Center during 1984-1985, students earned 1,104 semester hours of credit eligibility.

The College Board Advanced Placement (AP) Examination in Physics B is three hours in length; the time is divided equally between a multiple-choice section and a free-response section. This optional test is available through national administrations.

College Board scores of 5 and 4 qualify the student for credit eligibility in Physics 302K, 302L, 102M, and 102N with a letter grade of A in each course. A score of 3 merits credit for each of the four courses with the grade of B. Scores of 2 and 1 are not eligible for credit.

Table 45 shows the results for the AP Examination in Physics B during the 1984-1985 testing year. Numbers and percentages of test scores evaluated and tests generating eligibility are shown, as well as the resultant letter grades and semester hours of credit eligibility. On 21 (72%) of the 29 tests evaluated by the Measurement and Evaluation Center during 1984-1985, students earned 168 semester hours of credit eligibility.

Table 45

Credit by Examination in Physics: AP Physics B
1984-1985

Score	Test Scores Evaluated		Test Scores Generating Eligibility		Grade		Semester Hours of Credit Eligibility
	N	%	N	%	A	B	N
5,4	9	31%	9	43%	9	0	72
3	12	41%	12	57%	0	12	96
2,1	8	28%	0	0%	0	0	0
Total	29	100%	21	100%	9	12	168

Physics 303K and 103M: Engineering Physics I or
Physics 301 and 101: Mechanics

The College Board Advanced Placement (AP) Examination in Physics C, Mechanics, allows 45 minutes of working time for the multiple-choice section and 45 minutes of working time for the free-response section. This optional test is available through on-campus, institutional administrations, and national administrations.

Students have a choice of the courses for thich they may attempt to earn credit; course selection is usually based upon the student's degree requirements. The course options are Physics 303K and 103M or Physics 301 and 101.

The results from 1984-1985 national and institutional administrations of the AP Examination in Physics C, Mechanics, are documented in Table 46. The institutionally administered tests are shown in a single row. The nationally administered tests are displayed by College Board AP Examination ratings. This table does not report the students' selection of specific courses because those choices will not be known until the students claim their credit in subsequent months or years. Numbers and percentages of test scores evaluated and tests generating eligibility are shown, as well as letter grades and the number of semester hours of credit eligibility.

The Measurement and Evaluation Center administered 30 AP Examinations in Physics C, Mechanics, which were 50% of the scores evaluated during that time period. The success rate on these institutional tests was 3%; one score of the 30 tests qualified for credit. The 30 students who took the examination in national administrations appeared to be well prepared; 80% of the scores from the national program were awarded credit. Overall, 60 scores were evaluated, with 25 (42%) scores generating 100 semester hours of credit eligibility.

Table 46

Credit by Examination in Physics: AP Physics C - Mechanics
1984-1985

Test Category	Test Scores Evaluated		Test Scores Generating Eligibility		Grade			Semester Hours of Credit Eligibility
	N	%	N	%	A	B	C	N
Institutional	30	50%	1	4%	0	0	1	4
National Score								
5	10	17%	10	40%	10	0	0	40
4	10	17%	10	40%	0	10	0	40
3	4	7%	4	16%	0	0	4**	16
2,1	6	10%	0	0%	0	0	0	0
Total	60	101%*	25	100%	10	10	5	100

* This figure differs from 100% only because of rounding error.

** A College Board score of 3 on this examination allows the choice of Physics 302K and 102M with grades of A, or Physics 303K and 103M with grades of C. These four scores are arbitrarily shown as the latter choice--the actual choice has not been recorded at date of publication.

Physics 303L and 103N: Engineering Physics II or
Physics 316 and 116L: Electricity and Magnetism

The College Board Advanced Placement (AP) Examination in Physics C, Electricity and Magnetism, allows 45 minutes of working time for the multiple-choice section and 45 minutes of working time for the free-response section. This optional test is available through both on-campus, institutional administrations and national administrations.

Students have a choice of the courses for which they may attempt to earn credit; course selection is usually based upon the students' degree requirements. The course options for the AP Examination in Physics C, Electricity and Magnetism, are Physics 303L and 103N or Physics 316 and 116L.

The results from the 1984-1985 institutional and national administrations of the AP Examination in Physics C, Electricity and Magnetism, are documented in Table 47. The institutionally administered tests are shown in a single row. The nationally administered tests are displayed by College Board rating. This table does not report the students' selection of specific courses because those choices will not be known until the students claim their credit in subsequent months or years. Numbers and percentages of test scores evaluated and tests generating eligibility are shown, as well as letter grades and the number of semester hours of credit eligibility.

Table 47

Credit by Examination in Physics: AP Physics C - Electricity and Magnetism
1984-1985

Testing Category	Test Scores Evaluated		Test Scores Generating Eligibility		Grade			Semester Hours of Credit Eligibility
	N	%	N	%	A	B	C	N
Institutional	17	44%	7	35%	0	5	2	28
National Score								
5	5	13%	5	25%	5	0	0	20
4	8	21%	8	40%	0	8	0	32
3	0	0%	0	0%	--	--	--	0
2,1	9	23%	0	0%	--	--	--	0
Total	39	101%*	20	100%	5	13	2	80

* This figure differs from 100% only because of rounding error.

The Measurement and Evaluation Center administered 17 AP Examinations in Physics C, Electricity and Magnetism, which were 44% of the scores evaluated during this time period. The success rate on these institutional tests was 41%; seven scores from the 17 tests qualified for credit. The 22 students who took the examination in national administrations had a slightly higher success rate of 59%. Overall, 39 scores were evaluated, with 20 (51%) scores generating 80 semester hours of credit eligibility.

Table 48 documents the results of credit by examination in the subject area of physics during the 1984-1985 testing year. Numbers and percentages are shown for test scores evaluated, tests generating credit eligibility, and semester hours of credit eligibility generated. The College Board Achievement Test in Physics produced the majority of the volume--245 (66%) of the 373 test scores evaluated, 138 (68%) of the 204 tests that qualified for credit eligibility, and 1,104 (76%) of the 1,452 semester hours of credit eligibility. The overall success rate in physics was 55%.

Table 48

Summary of Credit by Examination in Physics
1984-1985

Test	Test Scores Evaluated		Test Scores Generating Eligibility		Semester Hours of Credit Eligibility	
	N	%	N	%	N	%
Achievement	245	66%	138	68%	1,104	76%
AP: Physics B	29	8%	21	10%	168	12%
AP: Physics C, Mech	60	16%	25	12%	100	7%
AP: Physics C, E & M	39	10%	20	10%	80	6%
Total	373	100%	204	100%	1,452	101%*

* This figure differs from 100% only because of rounding error.

RUSSIAN

The Department of Slavic Languages used two types of tests in its 1984-1985 program of credit by examination: a College Board Achievement test and tests constructed locally by the department.

The College Board Achievement Test in Russian Listening-Reading is divided into two sections--a 20-minute taped listening portion with 40 questions and a 40-minute reading portion with 60 questions. This test is available only on the U.T. Austin campus.

Eligible to take this test are individuals who have not taken the test previously at an institutional administration. The test is required of all students with previous knowledge of Russian who intend to enroll in a U.T. Austin Russian course.

Credit by examination can be earned for the following six lower-division division courses: Russian 506 (First-Year Russian I), Russian 507 (First-Year Russian II), Russian 312K (Second-Year Russian I), Russian 312L (Second-Year Russian II), and Russian 218A and 218B (Practice in Spoken Russian).

Credit is based on a combination of test scores and the results of a personal interview with a faculty member in the Department of Slavic Languages. Credit is reported to the Measurement and Evaluation Center throughout the year as students complete their interviews.

During the 1984-1985 testing year, the Measurement and Evaluation Center administered 20 College Board Achievement tests in Russian Listening-Reading. Table 49 presents the results, by course, of those tests. The number of tests generating credit, the letter grades, and the number of semester hours of credit eligibility generated for a specific course are recorded. Data on the same 20 tests are shown in a different format in Table 50; the results are arranged by combination of courses in which credit was generated.

The 13 (65%) tests that earned qualifying scores produced 153 semester hours of credit eligibility. Six tests merited the maximum amount of credit eligibility (18 semester hours) available to students for successful performance on this test.

Table 49
Credit by Examination: Achievement in Russian Listening-Reading
1984-1985
(Number of Test Scores Evaluated: 20)

Course	Test Scores Generating Eligibility	Grade			Semester Hours of Credit Eligibility
		A	B	C	
506	13	10	0	3	65
507	8	8	0	0	40
312K	6	6	0	0	18
312L	6	6	0	0	18
218	6	6	0	0	12
Total	--	--	--	--	153

Table 50
Credit by Examination: Achievement in Russian Listening-Reading
1984-1985

Combination of Courses	Test Scores Evaluated		Semester Hours of Credit Eligibility	
	N	%	N	%
506, 507, 312K, 312L, 218	6	30%	108	71%
506, 507, 312K, 312L	0	0%	--	--
506, 507, 312K	0	0%	--	--
506, 507	2	10%	20	13%
506	5	25%	25	16%
Total eligible	13	65%	153	100%
Not eligible	7	35%	0	0%
Total	20	100%	153	100%

Including the locally constructed tests, the overall 1984-1985 credit-by-examination program in Russian is documented in Table 51, which shows the numbers and percentages of test scores evaluated, tests generating eligibility, and semester hours of credit eligibility. The College Board Achievement Test in Russian Listening-Reading constituted 87% of the Russian test volume. This test had 13 scores that warranted credit and 81% of the total of 16 eligible test scores, which produced 153 semester hours of credit eligibility--92% of the 167 semester hours of credit eligibility earned in Russian.

Table 51

Summary of Credit by Examination in Russian
1984-1985

Test	Test Scores Evaluated		Test Scores Generating Eligibility		Semester Hours of Credit Eligibility	
	N	%	N	%	N	%
Achievement	20	87%	13	81%	153	92%
Dep't: Miscellaneous	3	13%	3	19%	14	8%
Total	23	100%	16	100%	167	100%

SOCIOLOGY

Sociology 302: Introduction to the Study of Society

The College Board College-Level Examination Program (CLEP) Subject Examination in Sociology allows one hour and 30 minutes of working time. Individuals who have not taken the test within the past six months and have neither a passing nor a failing grade in Sociology 302 or its equivalent are eligible to take this optional test.

During the 1984-1985 testing year, the Measurement and Evaluation Center administered 79 CLEP Sociology examinations on the U.T. Austin campus; five such scores were reported to U.T. Austin from national administrations of the examination.

Table 52 presents the results of credit by examination in sociology during the time period under review. Numbers and percentages of test scores evaluated are recorded with the corresponding numbers of semester hours of credit eligibility. A total of 84 CLEP Sociology scores were evaluated; 66 (79%) test scores qualified for 198 semester hours of credit eligibility.

Table 52

Summary of Credit by Examination in Sociology
1984-1985

Eligible for Credit	Test Scores Evaluated		Semester Hours of Credit Eligibility
	Number	Percentage	
With grade of A	26	31%	78
With grade of B	28	33%	84
With grade of C	12	14%	36
Total eligible	66	79%*	198
Not eligible	18	21%	0
Total	84	100%	198

* Because of rounding error, this percentage (79%) differs by 1% from the percentage (78%) obtained by addition of the above three percentages.

Note. Score ranges: 64-80 = A, 59-63 = B, 53-58 = C, 20-52 = no credit.

SPANISH

Three College Board examinations are used to award credit by examination in Spanish at U.T. Austin: the Achievement Test in Spanish Listening-Reading and two Advanced Placement (AP) Examinations in Spanish--Spanish Language and Spanish Literature.

The more commonly used test, the College Board Achievement Test in Spanish Listening-Reading, is available only on the U.T. Austin campus. This test is divided into two sections--a 20-minute taped listening portion and a 40-minute reading portion. Students who have not taken the test previously in an institutional administration are eligible to attempt to earn credit by means of this test. This test is required of all students who have knowledge of Spanish, who have no college credit in Spanish, and who intend to enroll in a U.T. Austin Spanish course. It is possible for students to earn credit for the first four Spanish courses: Spanish 506, First-Year Spanish I (Beginners' Spanish); Spanish 507, First-Year Spanish II (Intermediate Spanish); Spanish 312K: Second-Year Spanish I (Oral Expression, Reading, Composition); Spanish 312K: Second-Year Spanish II (Oral Expression, Reading, Composition).

During the 1984-1985 testing year, the Measurement and Evaluation Center administered 2,475 Spanish Achievement Listening-Reading tests. Table 53 presents the results, by course, of those tests. The number of tests generating credit, the letter grades, and the number of semester hours of credit eligibility generated for a specific course are recorded. Data on the same 2,475 tests are shown in a different format in Table 54; results are arranged by combination of courses for which credit was generated. The 2,021 (82%) tests that earned qualifying scores produced 21,218 semester hours of credit eligibility. The largest segment of this eligible test volume was that of the 780 (32%) test scores that earned credit for Spanish 506 (only) with a total of 3,900 (18%) semester hours. The second-ranked group was the 724 (29%) that merited the maximum amount of credit eligibility (16 semester hours) available for successful performance on this test. This well-prepared group earned 11,584 semester hours of credit eligibility, 55% of the total of 21,218 semester hours.

Table 53
Credit by Examination: Achievement in Spanish Listening-Reading
1984-1985
(Number of Test Scores Evaluated: 2,475)

Course	Test Scores Generating Eligibility	Grade			Semester Hours of Credit Eligibility
		A	B	C	
506	2,021	1,106	324	591	10,105
507	1,241	791	183	267	6,205
312K	912	463	226	223	2,736
312L	724	341	179	204	2,172
Total	--	--	--	--	21,218

Table 54
Credit by Examination: Achievement in Spanish Listening-Reading
1984-1985

Combination of Courses	Test Scores Evaluated		Semester Hours of Credit Eligibility	
	N	%	N	%
506, 507, 312K, 312L	724	29%	11,584	55%
506, 507, 312K	188	8%	2,444	12%
506, 507	329	13%	3,290	16%
506	780	32%	3,900	18%
Total eligible	2,021	82%	21,218	101%*
Not eligible	454	18%	0	0%
Total	2,475	100%	21,218	101%*

*This figure differs from 100% only because of rounding error.

Table 55

Placement System for Scores Received After May 15, 1980, on the College Board Spanish Achievement Test-- Credit by Examination in Spanish

Composite Score	Credit and Grade				Register for
	506	507	312K	312L	
750-800	A	A	A	A	SPN 315M, 315N, 318
710-749	A	A	A	B	SPN 315M, 315N, 318
690-709	A	A	B	B	SPN 315M, 315N, 318
640-689	A	A	B	C	SPN 315M, 315N, 318
630-639	A	A	C	C	SPN 315M, 315N, 318
610-629	A	A	C		SPN 312L
570-609	A	B	C		SPN 312L
550-569	A	B			SPN 312K
520-549	A	C			SPN 312K
490-519	B	C			SPN 312K
460-489	B				SPN 508K
400-459	C				SPN 508K
200-399	No Credit				SPN 506

The College Board AP Examination in Spanish Language is approximately 2 hours and 30 minutes long. Listening and reading abilities are tested in the multiple-choice portion; the free-response portion evaluates writing and speaking skills. A College Board score of 5 on this examination qualifies a student for credit in the first four Spanish courses (506, 507, 312K, 312L), Spanish 319 and 327--all six courses with the letter grade of A. The student who earns a score of 4 becomes eligible for A's in the first four courses and B's in Spanish 319 and 327. A score of 3 qualifies the student for credit in each of the first four courses with the grade of A and in Spanish 319 with a grade of B. The score of 2 merits credit in the first three Spanish courses with an A for each course. A rating of 1 does not qualify the student for credit in Spanish.

The College Board AP Examination in Spanish Literature is approximately three hours long. Between 70 and 90 minutes are allotted to the multiple-choice section; the free-response section is allotted between 90 and 100 minutes. A College Board score of 5 on this examination qualifies a student for credit in the first four Spanish courses (506, 507, 312K, 312L), Spanish 315N and 327--all six courses with the letter grade of A. The student who earns a score of 4 becomes eligible for the letter grade of A in the first four courses and for the letter grade of B in Spanish 315N and 327. A score of 3 qualifies the student for credit in the first four courses with A's and credit for 315N with a B. The score of 2 yields credit in the first three courses with an A for each course. A rating of 1 yields no credit in Spanish.

The results of the two College Board AP Spanish examinations are presented in Table 56. Eighty test scores were evaluated for the Spanish Language test with 76 (95%) tests earning 1,519 semester hours of credit eligibility. Nineteen test scores were received from national administrations of the Spanish Literature examination; 18 (95%) tests generated 363 semester hours of eligibility. Combined, 94 (95%) of the 99 AP scores evaluated at U.T. Austin yielded 1,882 semester hours of credit eligibility in Spanish.

Table 56

Credit by Examination: AP in Spanish Language or Literature
1984-1985

Score	Test Scores Evaluated	Test Scores Generating Eligibility	Courses					Semester Hours of Credit Eligibility
			506, 507, 312K	312L	315N	319	327	
Language								
5	27	27	27	27	0	27	27	594
4	12	12	12	12	0	12	12	264
3	30	30	30	30	0	30	0	570
2	7	7	7	0	0	0	0	91
1	4	0	0	0	0	0	0	0
Subtotal	80	76	76	69	0	69	39	1,519
Literature								
5	4	4	4	4	4	0	4	88
4	5	5	5	5	5	0	5	110
3	8	8	8	8	8	0	0	152
2	1	1	1	0	0	0	0	13
1	1	0	0	0	0	0	0	0
Subtotal	19	18	18	17	17	0	9	363
Total	99	94	94	86	17	69	48	1,882

Results of the total 1984-1985 credit-by-examination program in Spanish is documented in Table 57, which shows the numbers and percentages of test scores evaluated, test scores generating eligibility, and semester hours of credit eligibility. The College Board Achievement Test in Spanish Listening-Reading, administered by the Measurement and Evaluation Center, accounted for 96% of the test volume in Spanish. On this test, 2,021 scores warranted credit, 95% of the total of 2,126 eligible test scores; these 2,021 successful tests produced 21,218 semester hours of credit eligibility--92% of the total of 23,181 semester hours of credit eligibility in Spanish. Table 57 also includes the results of 11 departmentally administered, locally constructed tests in a variety of Spanish courses.

Table 57

Summary of Credit by Examination in Spanish
1984-1985

Test	Test Scores Evaluated		Test Scores Generating Eligibility		Semester Hours of Credit Eligibility	
	N	%	N	%	N	%
Achievement	2,475	96%	2,021	95%	21,218	92%
AP	99	4%	94	4%	1,882	8%
Dep't: Miscellaneous	11	<1%	11	1%	81	<1%
Total	2,585	100%	2,126	100%	23,181	100%

SUMMARY

This Special Report documents the results of U.T. Austin's program of credit by examination during the 1984-1985 testing year. The data present a basis for a comprehensive picture of the impact of the program on this campus. The examinations covered 64 subject areas with 234 courses taught by 39 departments/divisions in nine colleges and schools of the University: Business Administration, Communication, Education, Engineering, Fine Arts, Liberal Arts, Natural Sciences, Nursing, and Social Work.

Evaluation of 24,069 test scores is recorded in this report. Because many students took more than one test, the total number of tests exceeds the actual number of students who attempted to earn credit by examination.

On 11,816 (49%) of these tests, students achieved scores high enough to qualify for 63,620 semester hours of credit eligibility. Conversely, on 12,253 (51%) of these tests, students' scores were too low to warrant credit by examination.

During 1984-1985, there was an 11% increase over the preceding year in the number of test scores evaluated; it was accompanied by a 14% increase in the number of semester hours of credit eligibility. Across the five years, from 1980-1981 through 1984-1985, there was a 14% increase in the number of test scores evaluated and a 46% increase in the number of semester hours of credit eligibility earned by the candidates for credit by examination.

The reader should be aware that no attempt was made in this report to document the semester hours of credit reported by the Measurement and Evaluation Center (MEC) to the Registrar's office for this testing year.

Table 58 and Figure 1 display the results of tests in the 10 subjects in which the majority of the students were tested during 1984-1985: biology, chemistry, English, French, German, government, history, mathematics, physics, and Spanish. This table shows the numbers and percentages of test scores evaluated for each subject, along with the numbers and percentages of tests generating credit and the semester hours of credit eligiblity generated in each area. Figure 1 compares test volume and semester hours generated among the same 10 subjects.

Table 58

Summary of Credit by Examination at U.T. Austin:
Test Volume and Credit Eligibility
1984-1985

Subject	Test Scores Evaluated		Tests Generating Credit Eligibility		Semester Hours of Credit Eligibility	
	N	%	N	%	N	%
Biology	206	1%	153	1%	999	2%
Chemistry	686	3%	222	2%	778	1%
English	8,166	34%	3,270	28%	10,791	17%
French	852	4%	678	6%	6,094	10%
German	344	1%	287	2%	2,862	4%
Government	611	3%	466	4%	1,398	2%
History	475	2%	254	2%	1,359	2%
Mathematics	8,959	37%	3,426	29%	11,076	17%
Physics	373	2%	204	2%	1,452	2%
Spanish	2,585	11%	2,126	18%	23,181	36%
Subtotal	23,257	97%*	11,086	94%	59,990	94%*
All other subjects	812	3%	730	6%	3,630	6%
Total	24,069	100%	11,816	100%	63,620	100%

* Because of rounding error, this percentage (94%) differs by 1% from the percentage (93%) obtained by addition of the above 10 percentages.

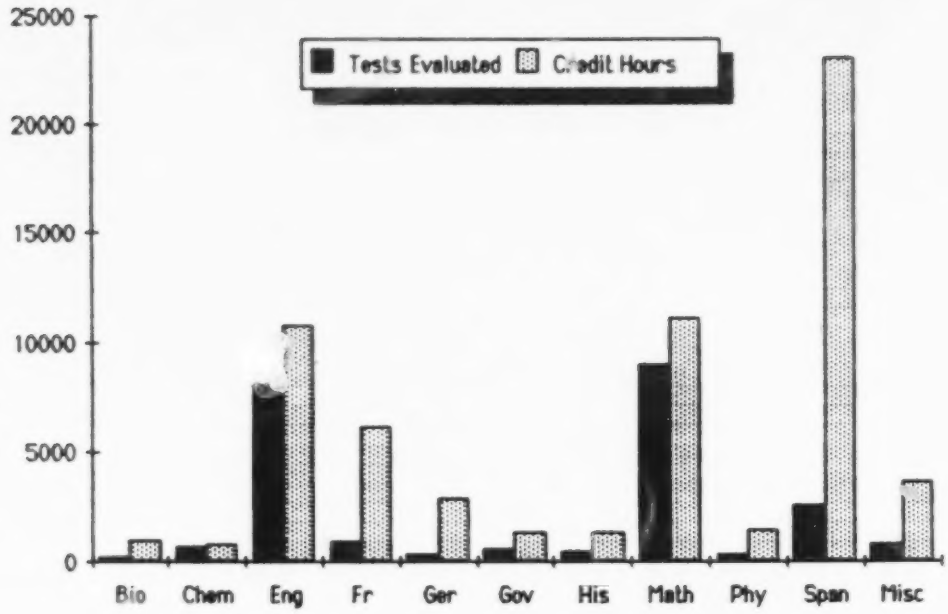

Figure 1. This figure displays test volume and semester hours of credit eligibility generated in the 10 major subject areas and in a miscellaneous category for all other subjects.

These 10 subjects accounted for 23,257 examinations. This number represents 97% of the total test volume during 1984-1985, with all other subjects making up the remaining 3%. With satisfactory scores on 11,086 tests, these 10 high volume subjects also produced most of the credit eligibility generated by the program during 1984-1985: 59,990 semester hours, or 94% of the total of 63,620.

Three subjects stand out as the ones in which students most often attempted to earn credit by examination: English and Spanish in the College of Liberal Arts and mathematics in the College of Natural Sciences. During the 1984-1985 testing year, 19,710 (82%) of the 24,069 test scores evaluated were in these three subjects. In combination, these three subjects provided 8,822 tests generating credit eligibility, or 75% of the 11,816 successful attempts. As one might expect, these three areas also generated the majority of semester hours of credit eligibility: 45,048, or 71% of the

total of 63,620 semester hours. The 8,959 mathematics tests produced the highest volume for a single subject; they constituted 37% of the total volume. Placing second in the test volume were the 8,166 (34%) English tests, which were followed in the third place by Spanish with 2,585 (11%) tests.

Table 59 compares results from the 1984-1985 year by subject with those from the 1983-1984 testing year. Numbers of test scores evaluated, tests generating credit, and semester hours of credit eligibility are shown as well as differences between the two years. The 10 subjects that generated the majority of the test volume are listed discretely; results of tests in all other subjects are combined.

A total of 24,069 test scores were evaluated during the 1984-1985 testing year as compared to 21,608 during the preceding year--an increase in volume of 2,461 (11%) tests. At the same time, 11,816 tests generated credit eligibility in 1984-1985, an increase of 1,186 (11%) over the 10,630 succcessful tests in 1983-1984. The number of semester hours of credit eligibility generated rose 14%, an additional 7,653 hours, from 55,967 to 63,620. Greater student use of, and success in, the College Board's Advanced Placement Program accounts for 52% of the increase in credit eligibility during 1984-1985.

In mathematics, the largest subject area in test volume, there was an increase of 927 (12%) in the number of test scores evaluated during 1984-1985. There was a 17% increase in the number of mathematics tests meriting credit. This increase of 486 tests produced a comparable 18% increase in the number of semester hours, a total of 11,076 hours.

As a subject area, English experienced a steady growth over the two years. There was an increase of 1,209 (17%) in the number of test scores evaluated during 1984-1985, while 420 (15%) additional tests generated credit eligibility and, as a consequence, the number of semester hours earned increased by 1,539 (17%).

Spanish had an increase of 319 (14%) in its test population. Spanish tests generating credit increased by 186 (10%), while the number of semester

Table 59
Comparisons, by Subject, Including Numbers of Test Scores Evaluated, Tests Generating Credit Eligibility, Semester Hours of Credit Eligibility, and Differences Between 1983-1984 and 1984-1985

Subject	Test Scores Evaluated				Tests Generating Eligibility				Semester Hours of Credit Eligibility			
	'83-'84	'84-'85	Difference		'83-'84	'84-'85	Difference		'83-'84	'84-'85	Difference	
	N	N	N	%	N	N	N	%	N	N	N	%
Biology	223	206	-17	-8%	146	153	7	5%	924	999	75	8%
Chemistry	700	686	-14	-2%	198	222	24	12%	655	778	123	19%
English	6,957	8,166	1,209	17%	2,850	3,270	420	15%	9,252	10,791	1,539	17%
French	769	852	83	11%	628	678	50	8%	5,724	6,094	370	6%
German	290	344	54	19%	246	287	41	17%	2,226	2,862	636	29%
Government	909	611	-298	-33%	579	466	-113	-20%	1,740	1,398	-342	-20%
History	272	475	203	75%	115	254	139	121%	666	1,359	693	104%
Mathematics	8,032	8,959	927	12%	2,940	3,426	486	17%	9,348	11,076	1,728	18%
Physics	337	373	36	11%	195	204	9	5%	1,348	1,452	104	8%
Spanish	2,266	2,585	319	14%	1,940	2,126	186	10%	20,883	23,181	2,298	11%
Subtotal	20,755	23,257	2,502	12%	9,837	11,086	1,249	13%	52,766	59,990	7,224	14%
All other subjects	853	812	-41	-5%	793	730	-63	-8%	3,201	3,630	429	13%
Total	21,608	24,069	2,461	11%	10,630	11,816	1,186	11%	55,967	63,620	7,653	14%

hours of credit eligibility earned by the successful students increased by 2,298 (11%).

Two subjects recorded the most dramatic changes, in contrasting directions, during the two years under consideration. In history, an additional 203 scores brought the total testing volume from 272 to 475--an increase of 75% over the preceding year's total. There were 254 tests meriting credit --an increase of 121%--and a total of 1,359 semester hours of credit eligibility--an increase of 104%. Government, on the other hand, had a 33% decrease in test volume (from 909 to 611 test scores). The 466 government tests generating credit, a decrease of 20%, produced 1,398 (-20%) semester hours of credit.

Test volume in German increased by 54 (19%) tests; the accompanying increase in the number of tests generating credit was 41 (17%). There was a substantial increase in semester hours of credit eligibility--636 additional hours for a total of 2,862 hours, a 29% increase.

The third foreign language in this comparison--French--was relatively stable during the two years under consideration. The test volume in this subject area showed an 11% increase from 769 to 852 tests. An additional 50 (8%) tests warranted credit with the resulting total of 6,094 semester hours earned, an increase of 6%.

The subject area of chemistry had a slight decrease of 14 (-2%) in test volume. There was, however, a 12% increase in the number of tests meriting credit, which produced a total of 778 semester hours of credit eligibility, an increase of 123 additional hours (19%).

Test volume decreased by 17 (-8%) in biology, but the number of tests generating credit increased by 5%. There was an increase of 75 (8%) in the number of semester hours of credit eligibility earned.

Physics showed an increase of 36 (11%) in test volume, an increase of 9 (5%) in tests generating credit, and an increase of 104 (8%) in the amount of credit eligibility earned by the students.

Also presented by subject areas, Table 60 provides a five-year summary of credit by examination at U.T. Austin. Numbers for test scores evaluated and semester hours of credit eligibility are recorded for the years 1980-1981 through 1984-1985. Once again, the 10 largest volume subject areas are shown individually with all other subjects merged. There was an increase of 14% in the number of test scores and a 46% increase in the number of semester hours of credit eligibility. The greatest increases in the number of semester hours of credit eligibility earned by students occurred in five subject areas: biology (178%), history (124%), physics (89%), mathematics (78%), and English (72%).

Increases in the three foreign languages (French, German, Spanish) may be attributed, in large part, to the fact that one additional hour of credit was awarded for the first two courses in the regular sequence (i.e., 406 and 407 became 506 and 507) within the five-year time period.

In Tables 61-69, the results of examinations in the nine colleges and schools are presented separately. Each table in this series shows the subject areas, as well as the numbers and percentages of test scores evaluated, tests generating credit eligibility, and semester hours of credit eligibility. Table 70 summarizes, alphabetically by college and school, the data from the nine tables.

The College of Liberal Arts ranked first in test volume with 13,568 tests--56% of the total volume of 24,069 tests and 48,290 (76%) of the total number of semester hours of credit eligibility. When one recalls that test scores from two of the largest volume tests (College Board Achievement Tests in English Composition and Spanish Listening-Reading) were recorded in the College of Liberal Arts, it is not surprising that the majority of the test scores evaluated during the year were in this college. The 10,275 (43%) tests in the College of Natural Sciences placed it in second rank; 14,416 (23%) semester hours of credit eligibility accrued. The number of examinations in mathematics is largely responsible for this high test volume.

Table 71 is ordered by testing category; it shows numbers and percentages of test scores evaluated, tests generating credit eligibility, and

Table 60

Five-Year Summary of Credit by Examination at U.T. Austin: Numbers of Test Scores Evaluated and Semester Hours of Credit Eligibility, 1980-1985

Subject	1980-81		1981-82		1982-83		1983-84		1984-85	
	Tests	Hours	Tests	Hours	Tests	Hours	Tests	Hours	Tests	Hours
Biology	195	360	230	624	200	615	223	924	206	999
Chemistry	692	969	737	993	695	1,086	700	655	686	778
English	7,490	6,264	7,625	6,339	7,286	8,859	6,957	9,252	8,166	10,791
French	703	4,308	726	4,059	624	3,708	769	5,724	852	6,094
German	347	2,234	383	2,406	279	1,896	290	2,226	344	2,862
Government	627	1,254	786	1,449	795	1,509	909	1,740	611	1,398
History	211	606	234	558	230	624	272	666	475	1,359
Mathematics	7,657	6,231	8,003	6,658	7,956	8,209	8,032	9,348	8,959	11,076
Physics	229	768	243	870	274	919	337	1,348	373	1,452
Spanish	2,148	17,953	2,167	17,119	1,989	19,238	2,266	20,883	2,585	23,181
Subtotal	20,299	40,947	21,134	41,075	20,328	46,663	20,755	52,766	23,257	59,990
All Other Subjects	736	2,612	797	3,097	752	2,888	853	3,201	812	3,630
Total	21,035	43,559	21,931	44,172	21,080	49,551	21,608	55,967	24,069	63,620

Table 61

College of Business Administration
Summary, by Subject, of Credit by Examination
1984-1985

Subject	Test Scores Evaluated		Tests Generating Credit Eligibility		Semester Hours of Credit Eligibility	
	N	%	N	%	N	%
Accounting	3	21%	3	21%	9	21%
Actuarial Science	2	14%	2	14%	6	14%
Business Law	1	7%	1	7%	3	7%
Data Processing and Analysis	1	7%	1	7%	3	7%
Finance	2	14%	2	14%	6	14%
Insurance	1	7%	1	7%	3	7%
Management	1	7%	1	7%	3	7%
Marketing	1	7%	1	7%	3	7%
Office Administration	1	7%	1	7%	3	7%
Statistics	1	7%	1	7%	3	7%
Total	14	98%*	14	98%*	42	98%*

* This figure differs from 100% only because of rounding error.

Table 62

College of Communication
Summary, by Subject, of Credit by Examination
1984-1985

Subject	Test Scores Evaluated		Tests Generating Credit Eligibility		Semester Hours of Credit Eligibility	
	N	%	N	%	N	%
Journalism	4	100%	4	100%	12	100%
Total	4	100%	4	100%	12	100%

Table 63

College of Education
Summary, by Subject, of Credit by Examination
1984-1985

Subject	Test Scores Evaluated		Tests Generating Credit Eligibility		Semester Hours of Credit Eligibility	
	N	%	N	%	N	%
Educational Psychology	1	10%	1	10%	3	15%
Health Education	8	80%	8	80%	16	80%
Physical Education	1	10%	1	10%	1	5%
Total	10	100%	10	100%	20	100%

Table 64
College of Engineering
Summary, by Subject, of Credit by Examination
1984-1985

Subject	Test Scores Evaluated		Tests Generating Credit Eligibility		Semester Hours of Credit Eligibility	
	N	%	N	%	N	%
Aerospace Engineering	2	5%	2	6%	6	6%
Chemical Engineering	2	5%	2	6%	6	6%
Civil Engineering	3	8%	3	9%	9	8%
Electrical Engineering	30	81%	28	80%	85	80%
Total	37	99%*	35	101%*	106	100%

* This figure differs from 100% only because of rounding error.

Table 65
College of Fine Arts
Summary, by Subject, of Credit by Examination
1984-1985

Subject	Test Scores Evaluated		Tests Generating Credit Eligibility		Semester Hours of Credit Eligibility	
	N	%	N	%	N	%
Art	11	30%	7	21%	21	23%
Drama	12	32%	12	36%	25	27%
Music	14	38%	14	42%	46	50%
Total	37	100%	33	99%*	92	100%

* This figure differs from 100% only because of rounding error.

Table 66

College of Liberal Arts
Summary, by Subject, of Credit by Examination
1984-1985

Subject	Test Scores Evaluated		Tests Generating Credit Eligibility		Semester Hours of Credit Eligibility	
	N	%	N	%	N	%
Arabic	6	<1%	6	<1%	18	<1%
Chinese	83	1%	80	1%	240	<1%
Classical Civilization	11	<1%	11	<1%	33	<1%
Danish	3	<1%	3	<1%	48	<1%
Dutch	4	<1%	4	<1%	50	<1%
Economics	162	1%	145	2%	546	1%
English	8,166	60%	3,270	43%	10,791	22%
French	852	6%	678	9%	6,094	13%
German	344	3%	287	4%	2,862	6%
Government	611	5%	466	6%	1,398	3%
Greek	19	<1%	19	<1%	210	<1%
Hebrew	10	<1%	10	<1%	96	<1%
Hindi	3	<1%	3	<1%	13	<1%
History	475	4%	254	3%	1,359	3%
Humanities	1	<1%	1	<1%	3	<1%
Italian	11	<1%	11	<1%	150	<1%
Japanese	7	<1%	7	<1%	111	<1%

(continued on next page)

Table 66 (continued)

College of Liberal Arts

Subject	Test Scores Evaluated		Tests Generating Credit Eligibility		Semester Hours of Credit Eligibility	
	N	%	N	%	N	%
Latin	27	<1%	20	<1%	228	<1%
Linguistics	1	<1%	1	<1%	3	<1%
Mexican American Studies	1	<1%	1	<1%	3	<1%
Norwegian	6	<1%	6	<1%	90	<1%
Persian	7	<1%	7	<1%	53	<1%
Portuguese	17	<1%	17	<1%	156	<1%
Psychology	33	<1%	23	<1%	69	<1%
Russian	23	<1%	16	<1%	167	<1%
Scandinavian	1	<1%	1	<1%	3	<1%
Sociology	84	1%	66	1%	198	<1%
Spanish	2,585	19%	2,126	28%	23,181	48%
Swahili	2	<1%	2	<1%	25	<1%
Swedish	3	<1%	3	<1%	42	<1%
Turkish	7	<1%	7	<1%	41	<1%
Yiddish	3	<1%	3	<1%	9	<1%
Total	13,568	100%	7,554	97%*	48,290	96%*

* This figure differs from 100% only because of rounding error.

Table 67
College of Natural Sciences
Summary, by Subject, of Credit by Examination
1984-1985

Subject	Test Scores Evaluated		Tests Generating Credit Eligibility		Semester Hours of Credit Eligibility	
	N	%	N	%	N	%
Astronomy	2	<1%	2	<1%	6	<1%
Biology	206	2%	153	4%	999	7%
Chemistry	686	7%	222	5%	778	5%
Computer Science	45	<1%	31	1%	93	1%
Home Economics	1	<1%	1	<1%	3	<1%
Mathematics	8,959	87%	3,426	85%	11,076	77%
Microbiology	1	<1%	1	<1%	3	<1%
Physics	373	4%	204	5%	1,452	10%
Zoology	2	<1%	2	<1%	6	<1%
Total	10,275	100%	4,042	100%	14,416	100%

Table 68
School of Nursing
Summary, by Subject, of Credit by Examination
1984-1985

Subject	Test Scores Evaluated		Tests Generating Credit Eligibility		Semester Hours of Credit Eligibility	
	N	%	N	%	N	%
Nursing	121	100%	121	100%	633	100%
Total	121	100%	121	100%	633	100%

Table 69
School of Social Work
Summary, by Subject, of Credit by Examination
1984-1985

Subject	Test Scores Evaluated		Tests Generating Credit Eligibility		Semester Hours of Credit Eligibility	
	N	%	N	%	N	%
Social Work	3	100%	3	100%	9	100%
Total	3	100%	3	100%	9	100%

Table 70
Summary, by College/School, of Results of U.T. Austin's Program
of Credit by Examination
1984-1985

College/School	Test Scores Evaluated		Tests Generating Credit Eligibility		Semester Hours of Credit Eligibility	
	N	%	N	%	N	%
Business Administration	14	<1%	14	<1%	42	<1%
Communication	4	<1%	4	<1%	12	<1%
Education	10	<1%	10	<1%	20	<1%
Engineering	37	<1%	35	<1%	106	<1%
Fine Arts	37	<1%	33	<1%	92	<1%
Liberal Arts	13,568	56%	7,554	64%	48,290	76%
Natural Sciences	10,275	43%	4,042	34%	14,416	23%
Nursing	121	1%	121	1%	633	1%
Social Work	3	<1%	3	<1%	9	<1%
Total	24,069	100%	11,816	99%*	63,620	100%

* This figure differs from 100% only because of rounding error.

Table 71

Summary, by Testing Category, of Results of U.T. Austin's Program of Credit by Examination
1984-1985

Subject	Test Scores Evaluated		Tests Generating Credit Eligibility		Semester Hours of Credit Eligibility	
	N	%	N	%	N	%
Institutional Administrations	15,766	66%	7,233	61%	42,862	67%
Departmental Administrations	407	2%	403	3%	2,519	4%
National Administrations of CLEP Subject Examinations	150	1%	136	1%	408	1%
National Administrations of AP Examinations	2,417	10%	1,631	14%	9,997	16%
National Administrations of Achievement Tests	5,329	22%	2,413	20%	7,834	12%
Total	24,069	101%*	11,816	99%*	63,620	100%

* This figure differs from 100% only because of rounding error.

semester hours of credit eligibility. The percentages in Table 71 and in Figure 2 compare the data in each category to the results of the testing program as a whole.

Several observations can be made about the results of the five different testing categories covered in this report. First, institutional, on-campus group administrations considerably outnumbered the other four categories; its 15,766 tests were responsible for 66% of the test volume documented in this Special Report. This category was also the source of the highest percentage (67%) of credit eligibility generated in all five categories of U.T. Austin's program of credit by examination. Credit eligibility was established by 7,233

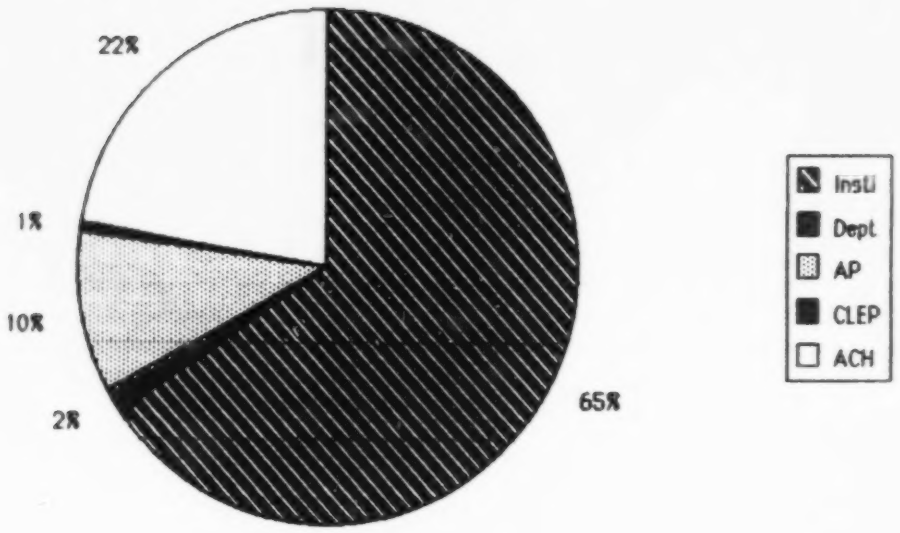

Figure 2. This figure shows the percentages of test scores evaluated by the Measurement and Evaluation Center in each of five categories of test administration. Because of rounding error, the percentage (65%) shown for institutional administrations differs by 1% from the percentage (66%) shown in Table 14.

institutional examinations, which represented 61% of the total of 11,816 tests generating credit eligibility.

National administrations of College Board Achievement Tests ranked second in a comparison of test volume and credit eligibility. The evaluation of 5,329 (22%) scores yielded 7,834 (12%) semester hours of credit eligibility. The 2,413 scores warranting credit were 20% of the total number of tests that generated credit eligibility.

The percentages change as one turns from comparisons among the testing categories to comparisons within each category (Figure 3). Ninety-nine percent of the 407 departmentally-administered individual examinations merited credit eligibility, while 91% of the 150 national administrations of the

CLEP Subject Examinations did so. National administrations of the Advanced Placement Examinations ranked third, with 67% of its 2,417 tests generating credit. Institutional administrations of 15,766 tests and national administrations of 5,329 College Board Achievement Tests resulted in lower rates of successful performance: 46% and 45%, respectively.

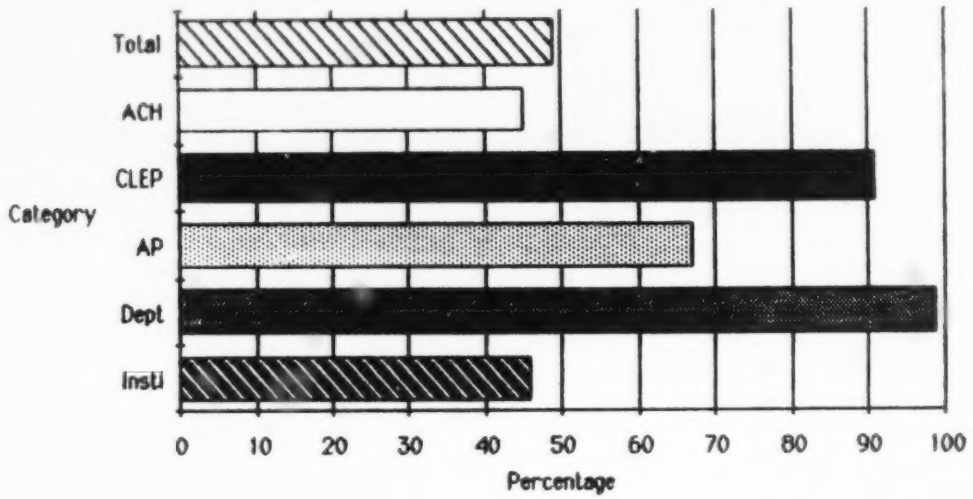

Figure 3. This figure indicates the percentages of tests generating credit eligibility in the total 1984-1985 testing program and within each category of test administration.